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ABSTRACT

Examination of the first two graduating classes of students who had attended suburban Chicago's School District 151 (which was the first Northern school district to be desegregated by court order after desegregation was ordered in 1968) revealed that black students, whether from desegregated or from all-black elementary schools, enter high school with considerable disadvantage, which continues to the time of graduation. But, in spite of pervasive differences in achievement and attitudes, the variables of race and school district explain, at best, only one-fourth of the variation in achievement and attitudes. Individual differences within groups are much greater than differences between groups. As eighth graders, School District 151 black students scored more than one grade level above black students from other comparable school districts in both reading and mathematics; however, in high school, no differences either in academic achievement in high school nor in educational aspirations appeared between these students. White students from School District 151 were at a very slight disadvantage compared to white students from other districts. Black students did not exhibit less of a feeling of control over their environment than white students. Black students scored slightly higher in self-esteem, and were more likely to aspire to a college education than white students. School District 151 students did not have more favorable interracial attitudes than other students, but they were more likely to favor school desegregation. Data are presented on 12 tables. Appendices provide a map and the survey instruments. (BJV)

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ACHIEVEMENT AND ATTITUDES OF STUDENTS FROM DESEGREGATED ELEMENTARY SCHOOLS AT THE TIME OF HIGH SCHOOL GRADUATION

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Final Report

November 24, 1982

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Brigitte Mach Erbe

School District 151
South Holland, Illinois

NIE-G-81-0072

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Questionnaire Given to Students in 1981

Questionnaire Given to Students in 1982

" ... we're very fortunate to be the class of '76, the year of our country's 200th birthday, because ever since we began being bussed when we were in first grade, we proved to ourselves and others that we can succeed in getting a good education no matter where we're taught.

We demonstrated what being an American really is. It's not someone who cares about being black or white, but someone who takes on the responsibilities of improving themselves as human beings, and who can learn to work well in any environment, with their fellow man.

Many people pulled their children out of the district when we started bussing, but a lot of us didn't and although our parents made the decision of whether to keep us in District 151 or not, we had the most important decision which was whether or not we wanted to stick it out too, and strive to reach our highest goals.

Most of us did, and most of us will keep right on doing it through high school, college and whatever profession we choose in life ... So, on behalf of the Coolidge Class of '76, I'd like to say farewell, not only as eighth grade graduates, but as the adults of tomorrow."

(From the graduation speech by Tracy Gurtatowski in 1976, reprinted in the CONGRESSIONAL RECORD, Vol. 122, No. 103, Washington, Tuesday, June 29, 1976, p. E 3677.)

In 1976, the year of Tracy Gurtatowski's graduation speech, the students who graduated from School District 151 had entered the school system as first graders in 1968, the year of court ordered desegregation. This wonderful speech reflects the determination of many - parents, students, teachers and other community residents - to make desegregation work, and the hope that it will allow all students to reach their highest potential, whatever profession they choose. Four years later, in 1980, these same students graduated from high school. This study is an attempt, however, incomplete, to see how these dreams have held up. Have these students, now on the brink of becoming adults, really become Americans who do not care about being black or white, but who take the repsonsibility of improving themselves as human beings, and who can learn to work well in any environment, with their fellow man?

In this study, the academic achievements, the vocational aspirations and the racial attitudes of the first two grades of students who attended School District 151 after complete desegregation will be studied, and compared to those of students who graduated from surrounding elementary school districts. Some of these districts desegregated during the seventies, and this information will be taken into consideration. Most of the other comparison districts, however, remain all white or all black school districts.

HISTORY OF SCHOOL DISTRICT 151

In 1968, School District 151 was the first Northern school district to be desegregated by court order. The court order requiring district-wide busing of white and black students was issued by Judge Julius Hoffman in the Northern District of Illinois, Eastern Division and was upheld in appeals to the U.S Court of Appeals for the 7th Circuit and by the U.S. Supreme Court.

School District 151 is located in South suburban Cook County, an easy commute from Chicago. The District is composed of three communities, South Holland, Harvey Highlands and Phoenix, which are geographically separate and politically, economically and racially distinct (see map of School District in Appendix). South Holland is an old Dutch farming community that experienced rapid growth during the fifties and sixties as the result of new expressways linking it to Chicago. It has been an all white community, and few black families have chosen to move there. Harvey Highlands is a residential subdivision of the town of Harvey, constructed during the sixties; it is an all white area. The village of Phoenix is a small town, isolated from South Holland by railroad tracks, vacant land and industrial areas. During the last two decades, its

racial composition has changed from white to mostly black. During the sixties, its major business area annexed itself to the town of Harvey.

The racial change in Phoenix eventually led to court ordered desegregation. Phoenix students attended one of the District's elementary schools, Coolidge. As Phoenix became predominantly black, so did Coolidge School. However, some white students living near Coolidge were allowed to attend all-white Roosevelt School, and busing was provided for them. A black child was denied access to Roosevelt School. Attendance areas had been defined along racial lines, although few families were affected because of the low residential density of the disputed area.

During the 1960's, the School District experienced rapid growth, both due to high birth rates and migration of Chicago residents into the Southern suburbs. The increased student load required construction of new buildings in addition to the four existing elementary schools, Coolidge, Eisenhower, Madison and Roosevelt. A recommendation was made to construct an integrated Upper Grade Center, located at a central location in the District. This recommendation was rejected by the School Board of School District 151, and two elementary schools were built instead: Kennedy School was built adjacent to Coolidge to accomodate black children from Phoenix, and Taft School was built for white children from Harvey Highlands and South Holland. This decision, combined with the manipulation of attendance areas for racial purposes, provided the evidence needed in court. Black parents, who had also made many unsuccessful attempts to obtain equal resources for the students at Coolidge School, cooperated with the Justice Department in filing suit against School District 151.

After School District 151 lost its first battle in the litigation, the School Board decided to fight on. Interestingly, one of the factors in this decision was a ruling by the State of Illinois in 1966 that, under existing State law, School District 151 was not guilty of racial discrimination. The decision to appeal all the way to the Supreme Court had serious consequences for the School District: No preparations were made for desegregation or the busing of students; the superintendent responsible for developing the court approved desegregation plan was fired. The new superintendent found himself faced by hastily reorganized school district, with teachers assigned to new buildings and new bus routes when he was appointed one week before school opened.

The initial desegregation order in 1968 provided that Coolidge School, located in Phoenix, be converted to an Upper Grade Center. White students in seventh and eighth grades were to be bused to Coolidge. Black third through

sixth graders would be bused to the previously all white elementary schools in South Holland and Harvey Highlands. Black students in kindergarten through second grade remained at Kennedy school. After the first year, the court order was revised to provide for the busing of black K-2 students from Kennedy to the remaining white K-6 schools. The students included in this study entered kindergarten and first grade in 1969, graduated from Coolidge in 1977 and 1978, and from high school in 1981 and 1982.

During the first year of desegregation, the school district experienced some minor violence. The court order had created community dissension, and until only a few years ago the Neighborhood Schools group, opposed to desegregation, was highly active and visible. About one third of the white students were withdrawn from the public schools, and enrolled in the many availabe parochial schools in the area. Two schools, Kennedy and Roosevelt, were eventually closed with Court approval. Enrollment has declined steadily since then; this is due primarily to the declining birthrates experienced in other school districts, although the steering by realtors of white families with school age children into other school districts can still be documented.

In 1968, the year of desegregation, black students made up about 22% of the school district's student body. This increased rapidly after desegregation to just over 40%. In recent years, black students have comprised about 45% of the student population, and this percentage has remained fairly steady. There has been no appreciable change in the racial composition of South Holland or Harvey Highlands.

The socioeconomic composition of students in School District 151 is reflected in Table 1. While there may have been changes since these data were collected by the U.S. Census in 1970, the relative status of the three communities has changed little. In 1980, Phoenix was listed as the Chicago suburb with the lowest socioeconomic status. This reflects primarily the fact that it is a small all-black suburb. Its socioeconomic status is about the same as that of the black population of the city of Chicago as a whole (Table 1); thus, it does not represent the extreme poverty of some of Chicago's black areas. Many blacks living in Phoenix think of it as a stable and safe residential area, with a sizeable middle-income population, and far from the problems of the inner city ghetto. Nevertheless, differences in racial composition between the three communities composing the School District are reinforced by differences in average income and education.

During the years immediately following desegregation, little outside aid was available to help implement new

programs. In spite of this fact, School District 151 embarked right away on improving school program. Also, a considerable number of old staff members left the District in those years. Since the passage of both ESEA and ESAA, School District 151 has benefited from extensive federal funding for program assistance, with as much as 25% of the annual budget accounted for by federal aid. This became necessary to support a school system in which voters refused to increase a very low educational tax rate by defeating twelve referenda in the years following court ordered desegregation.

Major new programs implemented in the School District since desegregation included a highly structured reading skills program; teacher orientation programs focusing on the needs of students in the integrated classroom; a program of individually guided instruction with intensive teacher in-service; the use of master teachers in each building to assist with the development and implementation of new curriculum programs; an intensive Title I reading program; a community education program; efforts to increase involvement of parents in the educational program of their children; and a community/school, school/community involvement program. In a 1973 survey of teachers, teachers indicated some malaise about so many new programs. But these efforts proved successful, as achievement data collected since the beginning of desegregation show. There has been a decline in disabled readers in the District since 1968, and reading scores have improved steadily for both black and white students (Tables 2a-2c). Desegregation served to revitalize a very traditional education program. Thus, the effects of desegregation in School District 151 went far beyond the mixing of black and white students in the classroom. Many new programs were instituted, with extensive teacher in-service training and increased parent and community involvement in the schools. The impetus for many of these programs came from the guidelines outlined by various federal funding sources which were utilized by the District throughout the 1970's and early 1980's.

OTHER FEEDER DISTRICTS

In this report, students graduating from School District 151 will be compared to students in High School District 205 who have graduated from other feeder districts. A brief analysis of these feeder districts is therefore necessary, to show the extent to which they are comparable to or different from School District 151 both in racial composition and socioeconomic status. Two sources of information were used in this comparison: Data from the U.S. Census for 1970 and 1980 and interviews with administrators in each of the feeder districts (see Appendix for interview form).

Data from the U.S. Census are represented in Table 3. These data were converted by Dr. Vernon Pohlman, of Illinois State University, from block and tract level data to the level of school districts. Estimation errors exist where school district boundaries and tract boundaries do not overlap, especially when there are sharp differences between adjacent areas. Data reflecting socioeconomic status for these school districts were not yet available for 1980. These limitations - the possible inaccuracy of the estimates and the age of the data - should be kept in mind in the following analysis of Table 3 data.

The indicator most relevant for predicting the educational achievement of students, the educational achievement of adults in the community, shows School District 151 exactly in the middle of the distribution for these school districts, with about eight percent of adults over age 25 having completed college. Interestingly, measures of poverty and income show School District 151 both near the top and near the bottom: School District 151 has the third highest percentage of families with children below the poverty level, and the second highest percentage of families on welfare of all these school districts; yet its median income in 1970 was the second highest. These conflicting indicators probably reflect the divergence in economic status between whites and blacks residing in the District.

According to these data, thirty percent of elementary school children in School District 151 were attending private schools in 1970, two years after desegregation. Two other districts had a similar or higher percentage of private school enrollment. Both of these districts are almost all-white: School District 149 and 150, both adjacent to School District 151. Recent data from attendance lists and addresses provided by the private schools show that in 1981 thirty four percent of elementary school children in School District 151 attended private schools; administrators in School District 150 estimate that only about twenty five percent of students living in their school district now attend private or parochial schools. In any case, private school enrollment in School District 151 does exceed the average for other feeder schools, probably by about ten percentage points, and this difference is most likely accounted for by school desegregation.

The racial composition of school districts feeding into High School District 205 varies widely. In 1970, the population in five of these districts was less than two percent black; three districts, among them School District 151, were twenty to twenty five percent black; and in only one district was there a black majority. By 1980, the black

population had increased very slightly in the nearly all-white school districts; in districts with a substantial black population in 1970 the proportion black had increased appreciably by 1980, except for School District 151, where the black population remained stable at about nineteen percent. By 1980, two school districts had a black majority. This indicates the potential for racial desegregation in school districts other than 151.

Information collected from superintendents and assistant superintendents in these school districts indicates that the black school enrollment percentage generally exceeds the percentage black in the population in any district with at least a twenty percent black population. In School District 147, all schools are now predominatly black, with few white students in attendance. In 1975, the school district started busing for racial balance. In School District 152, where sixty one percent of the population is black, the school population is about ninety percent black. One of the K-6 schools remains predominantly white, all others are almost entirely black. The Upper Grade Center is integrated, but only a small percentage of students are white. In School District 152 1/2, where thirty nine percent of the population were black in 1980, the schools are about fifty percent black. The School District has desegregated voluntarily under the Illinois Armstrong Act, and forty percent of the students are bused for racial balance. In School District 148, where the black populatin has increased from zero to five percent between 1970 and 1980, black students, still by far in the minority, are concentrated primarily in one of the elementary schools.

Thus, School District 151 is one of three school district feeding into High School District 205 where students have experienced some degree of desegregation in the 1970's. In one of these districts, desegregation resulted in rapidly changing schools, and K-6 schools are presently mostly segregated. In the other school district, desegregation was adopted as official school board policy, but affected high school seniors in this study only for the last few years of their elementary school education.

The high school district, School District 205, presently has a black student enrollment of forty-four percent. One of the high schools, Thornton, is more than two thirds black, but as students from School District 151 do not attend Thornton, it was not included in this study. Both of the other high schools are predominantly white, with fifty eight percent of the students white at Thornridge, seventy five at Thornwood. Among nonwhite students, there is a small Hispanic and Asian minority; most nonwhite students are black.

In 1965, High School District 205 changed its attendance boundaries to equalize the proportion of black students in its two schools, Thornton and Thornridge. In that year, students from Phoenix, the black students in School District 151, were bused to Thornridge. With the opening of Thornwood High School in 1971, attendance boundaries were redrawn to equalize racial proportions in the three high schools, resulting in greatly increased busing.

In the student questionnaire, respondents were asked to indicate the racial composition of their elementary schools. These data will be presented later in this report, and will be utilized in the statistical data analysis.

Before the findings of this study are discussed, a brief report on the method of collecting data for this study will be necessary.

STUDY DESIGN

This is a study of seniors about to graduate from two high schools in District 205, Thornridge and Thornwood, the two high schools which receive students from elementary School District 151. Two sets of data were collected for these seniors: Questionnaires were administered prior to graduation in late May of 1981, and again in April of 1982; and high school counselors collected data from high school records for seniors graduating in 1982. The forms used for the self-administered questionnaire and the counselor-collected data can be found in the Appendix of this report.

The student questionnaire was aimed at asessing students' high school achievements, both academic and extracurricular, their aspirations for the future, and their interracial attitudes. Several sources were utilized in developing the questions for this self-administered form. A major portion of the high school questionnaire used in the High School and Beyond study was used, with the permission of the National Opinion Research Center. Development of this instrument was funded originally by NIE. Major sections of the attitude inventory were obtained from a high school questionnaire developed by the System Development Corporation, and used with their consent. This instrument - the Student Intergroup Relations Measure - was developed by SDC with funds from HEW, and is used regularly by high school districts nationwide.

After administration of this questionnaire in May of 1981 and a preliminary analysis of the resulting data, some changes were made in the instrument for use in 1982. These changes involved the resequencing of some items (race, age

and sex); these questions are now at the beginning of the instrument, so that this information is available for students who do not complete the entire form. Some questions considered marginal to the purpose of this study were eliminted from the original questionnaire, which was too long. Because of the large number of items defining each of the intergroup relations measures, the number of these items was reduced for each questionnaire. Two versions of the questionnaire were prepared, each containing alternate questions from the intergroup relations measures. This sampling of items allowed a considerable reduction in the number of questions to be answered by each student, without giving up any of the items of the original Intergroup Relations Measures.

Questionnaires were given to all seniors at Thornridge and Thornwood high schools in late May of 1981. At Thornridge, questionnaires were administered in the cafeteria at a mass meeting; at Thornwood, forms were filled out in homerooms. Mass administration proved time consuming, with students taking much longer than in small groups. Students were also less likely to complete questionnaires in the larger setting. Questionnaires were therefore administered in small groups at both schools in 1982.

In 1981, eight hundred and twenty three students completed the questionnaires. One hundred thirteen questionnaires were completed only partially, and these were not keypunched. Because questionnaires were administered after senior exams had been taken, some seniors had already left school or were attending irregularly. Completion rate was therefore only 64% of all seniors graduating in 1981.

The completion rate was much better in 1982, due to a combination of factors: shortening of the questionnaire, earlier administration during the year, administration in smaller groups, and omission of ID numbers from the questionnaires. Eleven hundred and fifty students completed the questionnaire, out of a total of twelve hundred and ninety seniors, for a completion rate of 89%. This is acceptable.

For purposes of analysis, the 1981 and 1982 student questionnaires were combined, as no significant differences could be found between the groups that would indicate the need to keep them separate.

In addition to the self-administered student questionnaire, high school counselors cooperated in obtaining data from students for a sample of 1982 seniors. The data include eighth grade achievement scores administered prior to admission by the high school

district, indicators of high school academic achievement, extracurricular activities and discipline and attendance records.

The student sample included all School District 151 graduates in the senior class, and a random sample of students from other public elementary schools which feed into Thornridge and Thornton. Because of the many variables that affect choice of private versus public schols, private school students were not included in the sample. The sample of public school students was stratified by race to duplicate the racial composition of School District 151. In 1978, a total of one hundred and thirty one students graduated from Coolidge School in School District 151. Of these, 68% went to Thornridge, 32% went to Thornwood. Two hundred and eighty students were included in the public school sample, including eighty seven black students and eighty eight white students from Thornridge, and fifty two black and fifty three white students from Thornwood. The sample was obtained by randomly picking students from a senior class list which contained information on race and school of origin.

Of the one hundred and thirty one students graduating from Coolidge in 1978, seventy five graduted from High School District 205 in 1982. Of the fifty six others, most had moved and transferred to an other school district prior to entering their senior year, some had dropped out of school.

Both student questionnaires and student data forms were precoded. In 1981, approximately half of the information on self-administered questionnaires was transferred to IBM data sheets by School District 151 personnel. The remainder of the data, and all data collected in 1982, were keypunched under a contract with the Evaluation and Research section of the University of Illinois Department of Education, under the supervision of Dr. Harriet Talmage. A random check of errors in keypunching showed the error rate to be less than .5%, a very low margin of error.

Information about the number of cases included in the study, both from self-administered student questionnaires and from data collected by couselors is summarized in Table 4. These numbers are not reproduced in the following tables. In the data collected by counselors, there are few missing values, so that all of the information in the statistical tables is based on the entire sample. In the student sample, missing values range around ten percent of the cases, and do not exceed twenty percent. Thus, the number of cases in the tables is always somewhat smaller than the number in Table 4. The exact numbers were not included in the statistical tables to simplify the

presentation of data.

DATA ANALYSIS

ACHIEVEMENT DATA

One of the major goals of school desegregation is the improvement of student achievement, particularly that of minority students denied "equal opportunity" in desegregated schools. Thus, one of the major aims of this study was to assess the achievement of black and white students from a desegregated elementary school system at the completion of high school. At this stage in the lives of these students, achievement means, primarily, academic achievement in high school. But future achievement will be related to job aspirations as well. Some researchers have also hypothesized that attitudes about the self and the perceived level of control over the environment are predictors of adult achievement. All of these factors will be examined here.

Eighth Grade Performance

Prior to entry into high school, during eigth grade, prospective high school students entering District 205 are given a battery of standardized achievement and ability tests. In this study, counselors were asked to obtain these data for students in our sample, to allow a comparison of eighth grade achievement of students in School District 151 with students from other public elementary schools. Data for the reading, mathematics, and DIQ (Developmental Intelligence Quotient) will be persented in the following section.

Table 5 presents the results of a multiple classification analysis in which the outcome of these tests is presented by race and by school district. The first three columns of the table show the significance level of race and school district in a two-way analysis of variance, as well as the significance of interaction between school district and race. Column four shows the grand mean of each variable for the entire sample. The next two columns show the deviation from the grand mean for blacks and whites in the sample, respectively, adjusted for the effect of school district. Columns seven and eight give the deviations from the grand mean for students from School District 151 and other public school districts, respectively, adjusted for the effects of race. The last column of the table shows the total proportion of the variation in the dependent variable explained by race and

school district combined.

Table 5 shows that reading, mathematics and DIQ scores in eighth grade differ significantly between black and white students, at the .001 level of significance or beyond. The deviation from the grand mean shows that this difference is not only statistically significant, but of educational importance. In reading, black students score 1.92 GE's below the mean of 7.67 for all students, white students score 1.76 GE's above, adjusting for the effects school districts might have on such achievement. Thus, assuming black students in this study had gone to the same kinds of schools as white students, their reading score in eighth grade would be 5.75, about three GE's below the national norm. White students score 9.43 in reading, about half a year above national norms for eighth grade. The difference between black and white students, accounted for by race alone and not differences in school districts, is 3.68 GE's.

In mathematics, these black students entered high school similarly disadvantaged, with a mean math score 1.48 GE's below the mean of all students, compared to white students who scored 1.35 GE's above the mean, for a difference between white and black students of 2.83 GE's; again, this difference controls for the potential effect of school quality. In mathematics white students score slightly above the national mean of 8.8 GE's, black students score more than two GE's below.

Differences in achievement are paralleled by differences in the DIQ measure, which is less directly affected by the immediate content of school learning. The difference between the two racial groups amounts to 19.64 points, with white students about five points above the expected mean of one hundred, black students fifteen points below. While these differences in DIQ appear great, it must be pointed out that both race and school district combined explain a very small amount of the variation in DIQ, less than four percent. Thus, there is a large degree of overlap between black and white students in the distribution of DIQ, with a wide range of values both for black and white students. The factor of race is a much more powerful variable in explaining both reading and mathematics scores.

The effects of school district, the major variable of interest in this analysis, on reading, mathematics and DIQ are not statistically significant, although differences in mathematics are close to significant. The differences that do exist favor School District 151 over other public school districts, although variations within school districts so far exceed those between that these differences should not be emphasized.

Interestingly, there is significant interaction between school district and race for both achievement variables, reading and mathematics. This means that the effect of school district differs for black and white students. Because of the significance of the interaction term in this analysis, eighth grade achievement data are presented separately for black and white students.

As the second part of Table 5 shows clearly, the effects of school district on reading and math scores are significant for black students beyond the .05 level of significance. The grand mean in reading for black students is 5.75 GE's, but black students in School District 151 scored 1.06 GE's above this average, indicating a mean of 6.81 GE's; black students from other public school districts feeding into District 205 scored .27 GE's below the mean. Thus the difference in reading scores between black students in School District 151 and black students from other feeder districts in eighth grade is one and one third grade levels, which is significant both statistically and educationally.

The differences in math achievement are even greater, with black students from School District 151 outscoring other black students by 1.84 GE's. Thus, black students in School District 151 appear to have educational advantages that are expressed clearly in standardized achievement scores.

The same advantage does not obtain for white students in School District 151, as the next section of Table 5 indicates. Achievement scores of white students in School District 151 are slightly below those in other public school districts, although these differences are not statistically significant.

These findings are in consistent with those desegregation studies which have found significant improvement in educational achievement for black students as a result of desegregation, with no negative effects of desegregation for white students.

Could these findings be accounted for by factors other than the improved educational climate, particularly for black students, which resulted from the many programs instituted by School District 151 after desegregation? Achievement is highly correlated with parents' socioeconomic status, and this variable, for example, rather than factors accompanying desegregation, could possibly account for the differences that have been found. There is, however, no evidence that the socioeconomic status of the population in School District 151 is higher than that of surrounding areas, or that the black residents of Phoenix are more affluent than blacks in other feeder

districts (see Tables 1 and 3). No measure of socioeconomic status was availabe to school counselors, but DIQ can be used as a proxy for this variable. It is a measure that is more likely to be influenced by diffuse background factors than by schooling.

Table 6 presents the effects of race and school district on reading and mathematics achievement when DIQ is controlled, for all students, as well as for black and white students separately. Controlling for DIQ reduces the effects of school district for black students slightly, but black students in School District 151 still maintain a considerable advantage.

For white students, controlling for DIQ renders the difference in reading scores between District 151 students and white students from other feeder schools statistically significant. White students from District 151 scored .78 GE's below students from other public feeder schools with comparable DIQ's. The difference in mathematics for white students also favors students from other feeder schools, although the difference is not statistically significant.

This is an unusual finding in desegregation research, yet it appears from these data that white students in District 151 are at a slight disadvantage compared to white students graduating from other public elementary schools in eighth grade. It may be attributable to the fact that School District 151 has had a very high proportion of black students since 1970 (well over forty percent), a situation that is unusual for desegregated school districts. White students might be less affected educationally by the presence of a small proportion of black students with low educational achievement than by the presence of a large percentage of such students.

Yet, a look at Table 2b shows that desegregation per se is not likely to be the cause of the slightly lower achievement of white School District 151 students. There have been significant gains in reading achievement for these students since desegregation, so that desegregation cannot be assumed to have affected them adversely.

Two other possible explanations come to mind. In the past, the educational tax rate in School District 151 has always been low, among the lowest in Cook County, Illinois. Even prior to desegregation and the defeat of twelve school tax referenda, paying for excellence in education has not been a priority of tax payers in this school district. One hypothesis, therefore, is that white students in School District 151 would have scored even further below their peers in surrounding districts prior to desegregation and the significant efforts to improve school program. There is some support for this hypothesis in the data, with the

combination of improving white scores on achievement tests, yet white students scoring less well than students from other feeder districts.

Another hypothesis involves the large percentage of white students in School District 151 enrolled in private schools. Our data in the next section will show that private school students are more ambitious than students from other schools; School District 151 may be losing a larger proportion of such students to private schools than other school districts. While this hypothesis is plausible, there is little evidence to support it in our data. In fact, Table 5 shows School District 151 students, both white and black, have slightly higher DIQ scores than other public school students. If the "cream of the crop" in School District 151 were more likely to attend private schools than in other public school districts, as is sometimes assumed, this should be reflected in differences in DIQ favoring other public schools, rather than the reverse.

In summary, it appears that desegregation and the educational improvements that followed it greatly benefited black students in School District 151. Their achievement scores in reading and mathematics are far above those of comparable black students in surrounding school districts, most of which were either all black or segregated at the time these students attended elementary school, prior to 1978. Nevertheless, black students in School District 151 achieve far below the national norm in both reading and mathematics, and a significant gap remains in the achievement of white and black students within the School District.

Compared to those in other public school districts feeding into District 205, white students in School District 151 do slightly worse in both reading and mathematics. The difference in reading achievement is the only one that achieves statistical significance, and only when DIQ is controlled. Since reading scores of white students have improved significantly since desegregation, it is not likely that this small difference is due to desegregation or the resulting educational programs. Rather, white students probably have benefited from the increased expenditures that have been made possible by obtaining federal funds after desegregation. White students in school districts more willing to tax themselves may benefit from greater expenditures for gifted programs or other enrichment programs which need to be funded, for the most part, from local taxation.

High School Performance

In addition to the eighth grade data, high school counselors collected data from student records on types of courses taken, grades, as well as several other indicators of high school achievement. While the effect of race is significant for most of these variables, the effect of school district is, on the whole, not statistically significant. Table 7 summarizes these data, and Table 8 presents the same information with DIQ controlled.

Clearly, the data for high school performance do not replicate the pattern of eighth grade achievement. While analysis of variance shows that race significantly affects all but two of these variables (suspensions and absences), the effects of school district are significant only for one variable, unexcused absences. Only one race/school district interaction is significant (election to honor societies); for all other variables the effect of elementary school district is the same for white and black students. Thus, except for the relatively small number of students involved in election to honor students, the advantages black students had graduating from School District 151 are no longer significant after four years of high school.

While school district does not have a statistically significant effect on the high school performance variables in Tables 7 and 8, it is noteworthy that none of the differences that do exist favor students from School District 151. District 151 students take more low level and fewer advanced courses, they take fewer foreign language courses, have a lower grade point average, take slightly fewer college admissions tests, are subject to more major suspensions, and have more unexcused absences (only this last difference reaches statistical significance).

A separate analysis of these data, not presented in tabular form, was performed for white and black students separately. The pattern of findings in Tables 7 and 8 replicate well the findings for both white and black students. Unlike in eighth grade, black students from School District 151 do not show superiority on any variables compared to black students from other feeder districts at the end of high school, except that slightly more of them are chosen to belong to honor societies.

Two variables, self-esteem and feeling of control over one's fate, were originally hypothesized as intervening variables, explaining at least part of the causal link between school district or level of segregation and achievement or aspirations at the time of high school graduation. Since the causal link between the major indpendent and dependent variables is so weak in these data, further analysis was not pursued. It may be noted,

however, that black students had a higher level of self-esteem than white students, and that students from private schools scored higher on the measure of control than public school students.

In summary, it appears that black students from School District 151 do not maintain their eductional advantage in high school, and, except for one variable which affects only a small elite of students, election to honor societies, the small, statistically nonsignificant differences that do exist favor black students from other public school districts. White students from School District 151 are consistently outscored by white students from other public school districts,by a small margin. These differences are not statistically significant, and school district accounts for only a minute fraction in explaining the variance in these achievement variables. In any case, it can be concluded positively that attending School District 151 during elementary school years does not provide a measurable educational benefit to black students at the time of high school graduation, and white students may be at a small disadvantage compared to white students from other districts.

The reasons for this pattern of outcomes can only be subject to speculation. Considering their eighth grade performance, black students from School District 151 could have been expected to do better than their peers in high school. One possible explanation is the low absolute score of black students, whether from School District 151 or other feeder districts, on the reading and mathematics achievement tests. For purposes of placement in high school courses, it may not make too much of a difference whether students are two or three years behind grade level. Certainly, black students in these two high schools are much more likely to take remedial courses than white students (4.69 more level E courses, according to the information in Table 7), and this can be explained by their lower eighth grade achievement scores. An alternative hypothesis is also possible: Black students may be more likely to be steered into low level courses, or not encouraged to take advanced courses, regardless of their elementary school achievement. Both of these hypotheses would explain the erosion of the educational advantage with which black District 151 students enter high school by the time they graduate from high school.

Student Reported Achievement and Educational Aspirations

In the data collected from students, no significant differences emerged in educational achievement between students from School District 151 and students from other public elementary schools (Table 8). As in the counselor data, race was a significant variable in all academic high

school performance variables. Table 9 also shows that private school students are significantly more likely to want a college education, and they are more likely to believe they will actually achieve the desired education. In accordance with findings that have been reported in previous research, black students are as likely as white students (in fact, slightly more likely) to desire a college education, in spite of the fact that they have taken significantly fewer college preparatory high school courses, and have been less likely to take college admissions tests than white students. Neither attending a desegregated elementary school district nor attending a desegregated high school has affected these unrealistic expectations.

In the student questionnaire, it was possible to assess the extent of elementary school desegregation experienced by each student. This variable was entered into a regression equation, along with race and type of school district. This variable, measuring the perceived (and remembered) proportion of black and white students in third, sixth and eighth grades was used as an alternative measure of desegregation, as some students who did not attend School District 151 may have come from other desegregated school districts. This variable did not work better than School District in explaining actual high school achievement or educational aspirations, and the analysis is therefore not reproduced here.

ATTITUDE DATA

Equality of opportunity, particularly increased achievement by black students, is the major goal of school desegregation. A second, less easily measured, goal is the establishment of racial harmony among young people. Improved interracial attitudes have been documented in some desegregated school districts, not in others.

In this study, a large portion of the student questionnaire was devoted to measuring student interracial attitudes and behaviors. The attitude measures used in this study were developed by the System Development Corporation, and have been used as part of an ESAA Human Relations Study in school districts across the nation. They assess both intergroup attitudes and the extent to which students engage in intergroup activities. Table 10 presents a summary of findings involving these variables.

A quick glance at the first two columns of this table shows that race is a significant variable affecting almost all of the attitude items in this study; school district is significant only in predicting one of the attitude

measures. Black students report significantly more intergroup contact than white students within the school setting: they are more likely than white students to talk about academic matters with students of the other race, and they report more contact with white students during extracurricular activities. This probably reflects in part the racial composition of these two high schools, in which the majority of students are white. If race were no barrier at all to student interactions, both black and white students would be most likely to interact with other white students. There are no statistically significant differences between racial groups in social intergroup contact outside of school. White students are significantly more likely than black students to report having avoided participating in an activity or joining a group because of the presence of students of the other race. Black students in this study also indicate a much more favorable attitude toward white students than white students report about black students. Finally, black students perceive the school climate as being unfair more often than white students; they feel it is more difficult for black students to get things done in the school, or to get elected to office by other students. Thus, black students feel more powerless to affect school level decisions than white students, either through the student council or through the principal, other administrators or teachers in the high school.

School District 151 students differ significantly from other students only in one respect: They view school desegregation more favorably. Thus, it can be assumed that they view their years in a desegregated elementary school system as a positive experience. Questions in this intergroup relations measure of attitudes about school desegregation are best summarized by one of the items: "I consider getting to know students of other races and ethnic groups a valuable part of my education." Thus, School District 151 students value desegregation for its own sake, and are more likely to favor continued desegregation as a matter of public policy than students from other school districts.

In the next part of this analysis, the effect of the racial composition of the school district on attitude variables will be examined. In the questionnaire, students were asked what proportion of their third, sixth and eighth grades were black. Answers ranged from one (no black students) to five (all students black), with three representing the middle (half black and half white). These answers were summed to obtain a variable ranging from a low value of three (all three grades all white) to fifteen (all three grades all black). This variable was entered into a regression analysis, along with type of school district (private versus public, and School District 151 versus other school districts, both dummy variables) and race,

with each of the attitude variables as a dependent variable. As in the case of academic performance variables, this variable does not have better predictive power than school district. The only variable that predicts interracial attitude fairly consistently is the race variable. The regression findings replicate the findings seen in the analysis of variance and the multiple classification analysis: Whites have less positive attitudes about blacks than blacks have about whites, and whites report fewer intergroup contacts in all types of settings.

Table 12 shows the racial composition of school districts reported by students, both by race and school district. In this table, a value of three represents an all white school system, a value of fifteen an all black one. Values in-between can mean either a mixed school system, or a school system in which racial composition has changed between the student's third and eighth grades. In the first part of the table, it can be seen that School District 151 does not differ from the average racial composition of other feeder districts in this report; this average, however, is a combination of other districts, some of which are mostly white, some mostly black. More important is the significant interaction of school district and race. White students in School District 151 have attended a school system with a larger proportion of black students than the average white student in other feeder schools, and black students have attended a school system with a larger proportion of white students than black students in other feeder districts.

In the second half of Table 12 it can be seen that this index has a value of 11.76 for the average black student, representing a predominantly black classroom environment at all three grade levels. Black students in School District 151 report having had more white classmates than black students in any other school district, except for four students in District 149.

For white students, this index averages 4.59, with most white students having attended all white schools for most of their elementary schooling. White students from District 151 report a value 1.85 points above the average, showing the larger proportion of black students in the District. However, white students from two other school districts, 152 and 152 1/2, report even a larger proportion of black students in their elementary schools. This perception is probably correct. District 152 is now majority black, with a desegregated Upper Grade Center; in School District 152 1/2, all elementary schools are presently half black and half white, and students attending this district during the seventies experienced desegregated classrooms. While student memories of the racial

composition of their elementary schools are thus a fairly accurate reflection of school district reality, this variable has little explanatory power either in relation to the achievement variables discussed in the previous section of this report or in relation to these attitude variables.

A reading of students' comments in response to a question about the advantages of attending an integrated high school or elementary school are perhaps more interesting than the statistical data presented in this report. While desegregation at the elementary level does not to have an appreciable effect on many interracial attitudes measured in this study, many students report having changed their attitudes about the other racial group while in a desegregated school setting. It appears, however, that changes for the better are balanced out by changes for the worse.

Both black and white students commented on the disparity in educational background and educational achievement in high school between black and white students. Some black students saw this as a challenge, but many indicated that they had to struggle to get good grades. Some white students considered this disparity to be a problem in the classroom, causing too much emphasis on remedial education in the high school. A few took it as evidence of the genetic inferiority of blacks. The difficulty of coping with this difference without becoming prejudiced was evident in the statements of many white students; one of these is reprinted here: "I feel that blacks and whites attending the same school is a disadvantage for the simple reason that blacks tend to come from a lower social economic background and are thus inferior both academically and socially to whites. This tends to create undue stress and tension. Blacks are not genetically inferior, yet they are socially inferior to many (not all) of the whites at Thornridge."

Tension between blacks and whites is referred to, both by black and white students, in these comments. There have been some minor racial disturbances in this school district, and one of the high schools in this study had to be closed for one day because of an outbreak of interracial fighting. Most black students and some of the white respondents blame these problems on white prejudice: "The disadvantage is that some of the people are prejudiced. Most clubs are majority white. We are not given equal representation on the clubs or events." Some white students see black students as being pushy and ganging together against them. Thus, some of the real problems which do exist between these racial groups are reflected in the attitudes expressed by students.

Conversely, however, a large number of students expressed favorable attitudes about students of the other race. These students often comment that they have found good friends among students of the other race. "I was really never exposed to a different race when I was little ... I have a black girl friend, and I'm glad I got to know her on a personal basis ....". "Unlike my friends in private schools, I have lost my fear of other races by being in contact with them."

Many of the students commented on the value to them of meeting many people of different races and ethnic groups, and expressed satisfaction in learning about different cultures and ways of doing things. Several students mention overcoming their parents' prejudice about the other race, for example: "All the stereotypes I have lived with were proven false. I can now say that I have friends of the Caucasian persuasion."

One of the most prevalent student comments, however, shows neither great idealism and brotherly love nor great prejudice, either, but rather a sense of realism. Here is one example: "Going to an integrated school gives you a preview of the real world. I cannot understand how segregation can be considered, because when we go out into the real world we will then encounter people of all races. If someone has not been prepared for this, but sheltered in an unreal world of one race, they will not be able to adjust to the change as easily as they would if they had attended an integrated school."

There are many factors that can account for differences and changes in attitudes in a desegregated school system. One of the major variables that has been associated with racial attitude changes as a result of social contact is the similarity between the two groups, their social status and values. Thus, students in advanced courses attended by well prepared black students may have favorable experiences; in other contexts, students may come away with negative attitudes. One astute student summarized many years of social theorizing and research when she wrote: "It is an advantage to attend an integrated high school ... P.E. classes and lunch periods cause the most problems because all sorts of students are mixed together. But problems occur here between the different types of people of the same races, too."

In summary, neither attendance in School District 151 nor the racial composition of the school district attended showed much of an effect on student attitudes, although District 151 students had more favorable attitudes about the value of school desegregation. In reading individual student comments, it appears that desegregation at the high school level has reduced fear and prejudice for many

students, fostering interracial friendships; but for other students it has reinforced old stereotypes and created feelings of hostility. Black students generally appreciate the quality of education they are receiving in a predominantly white school; but they also feel powerless and many deplore the prejudice that exists against students of their own race. Nevertheless, black students on the whole have more favorable attitudes about white students than white students have about them.

SUMMARY AND CONCLUSION

In 1975, Nancy St. John reviewed a large number of studies of desegregated school districts to evaluate the effect of desegregation on student achievement and interracial attitudes in her book SCHOOL DESEGREGATION: OUTCOME FOR STUDENTS (New York: John Wiley & Sons). Although she recommended against mandatory desegregation, favoring voluntary measures instead, a preponderance of the studies she reviewed showed achievement gains for black students, with only four studies showing negative effects, and fifteen of the sixty four studies she reviewed showed no statistically significant effects of desegregation. St. John's analysis also showed the effect of school desegregation on student attitudes to be mixed; particularly, school desegregation can lower the self-esteem of black students who enter the system with educational disadvantages.

If this research had been a study of eighth grade achievement of students in a desegregated school system, it would add one more "case" to St. John's studies that show a positive effect of desegregation on black student achievement. School District 151 black students score more than one grade level above black students from other comparable school districts in both reading and mathematics, and this difference holds when DIQ, a measure of IQ not greatly affected by school learning, is controlled. The differences are both statistically and educationally highly significant.

When these same students were studied at the time of high school graduation, however, no differences either in academic achievement in high school nor in educational aspirations appeared between black students from desegregated and segregated elementary schools. Thus, the initial educational advantages black students gained in a district that made many efforts to improve educational quality after desegregation were lost by the time of high school graduation.

Although findings for white students in this study are

less clear cut and, on the whole, not statistically significant, there are some indications that white students from School District 151 are at a very slight disadvantage compared to white students from other high school feeder districts, both at the time of eighth grade graduation and in high school achievement. These small differences may well be due to variables that cannot be controlled in this study, rather than to the effects of desegregation, but control for student DIQ increases rather than decreases the differences.

In this study, black students were not found to exhibit less of a feeling of control over their environment than white students, but private school students were found to be more likely to attribute success to effort than to chance, thus scoring higher on the measure of control. Black students scored slightly higher in self-esteem in this study, contrary to many of the findings reviewed by Nancy St. John. As in many studies since the Coleman Report, black students were more likely to aspire to a college education than white students. These aspirations are unreaistically high, as black students were also much less likely to pursue a course of action that would facilitate entry into college. Neither desegregation at the elementary school level nor attendance of a desegregated high school has had the effect of lowering these unrealistic expectations.

Students from School District 151, on the whole, do not have more favorable interracial attitudes than other students, and they do not report interacting with students from the other race more frequently. However, they are more likely to favor school desegregation, for, as one student put it, "the real world is integrated, and by attending an integrated school I have learned how to deal with people of other races."

The overall conclusion of this report is twofold: Black students, from desegregated or from all-black elementary schools, enter high school with a considerable disadvantage which continues to the time of high school graduation. But, inspite of pervasive differences in achievement and attitudes, the two global variables of race and school district in this study explain, at best, only one fourth of the variation in achievement and attitudes. Individual differences between groups are much greater than differences between groups. Thus, Tracy Gurtatowski was right in stating that being black or white is not as important as being Americans "who take on the responsibilities of improving themselves as human beings, and who can learn to work well in any environment, with their fellow man."

TABLE 1

COMPARISON OF SOCIO-ECONOMIC CHARACTERISTICS OF SOUTH HOLLAND, HARVEY HIGHLAND AND PHOENIX WITH STANDARD METROPOLITAN STATISTICAL AREA OF CHICAGO, 1970 U.S. CENSUS

Characteristic	Area of Residence			
	Chicago SMSA	Chicago Blacks	SMSA Only	South Holland	Phoenix[a]
Per cent black	17.6%	—	0%	66%
Median school years completed, Males	12.1	10.8	12.4	10.6
Per cent males with completed high school	53.9%	39.5%	71 %	37 %
Median family income	$11,931	$8,033	$14,729	$9,117
Per cent families below poverty level	6.8%	19.9%	1.3%	16.0%
Per cent males unemployed	3.0%	6.3%	.9%	4.4%
Per cent husband-wife families	85 %	67 %	94 %	66 %
Residence in 1965				
Per cent in same house	53 %	47 %	49 %	55 %
Per cent moved from city	20 %	—	23 %	25 %

[a]Black population only

Source: U.S. Bureau of the Census, Census of Population and Housing; 1970. Census Tracts. Final Report PHC (1) - 43. Chicago, Illinois, SMSA, Part 1.

South Holland: Tracts 8263 and 8278 (not in Dolton); Phoenix: Tract 8272, black population only.

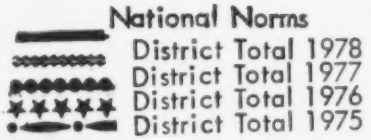
TABLE 2A

STANFORD DIAGNOSTIC READING TEST

TOTAL DISTRICT

Comparison of September '75 - '76 - '77 - 78

READING COMPREHENSION



NATIONAL GRADE EQUIVALENT COMPARED TO DISTRICT 151

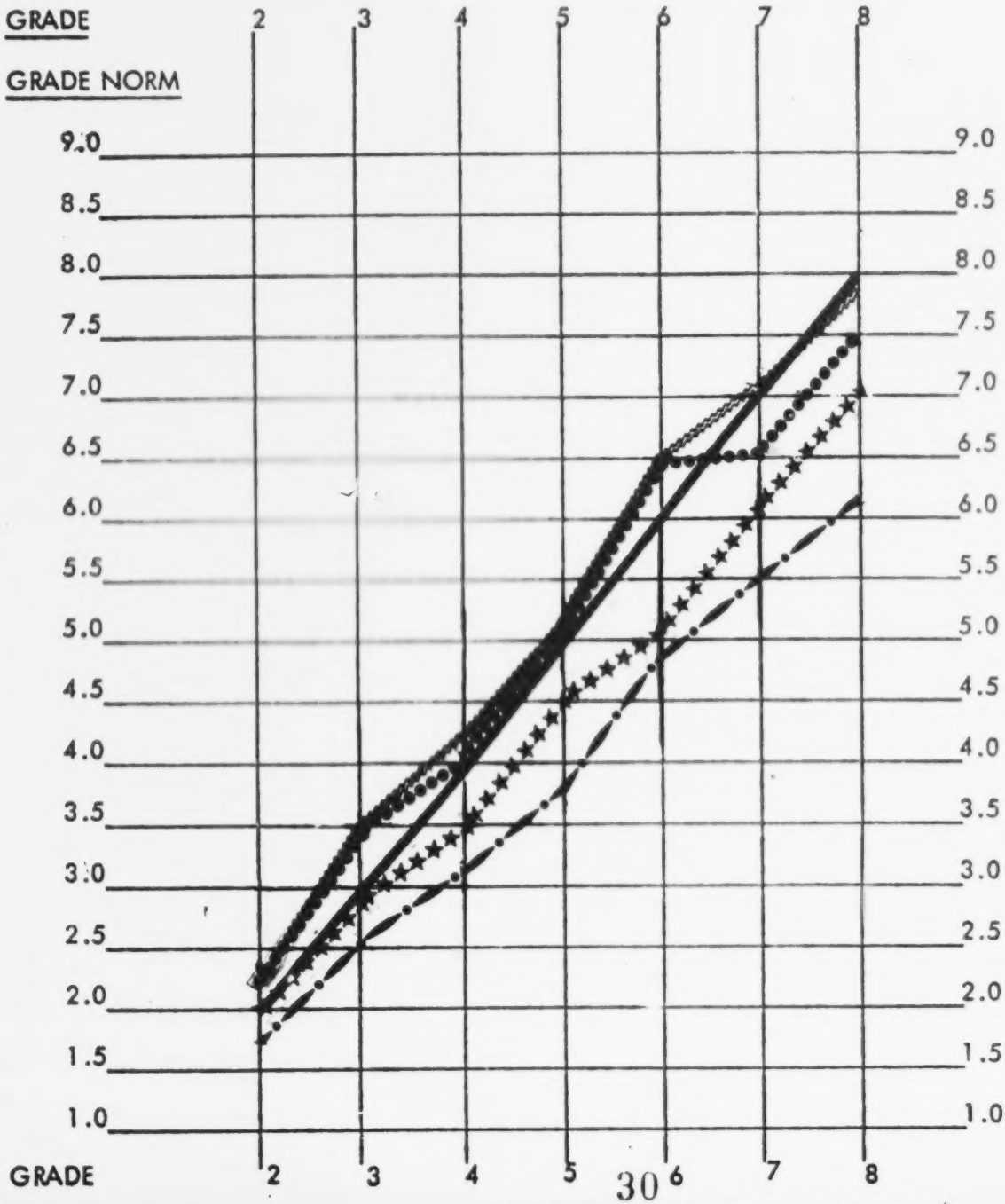


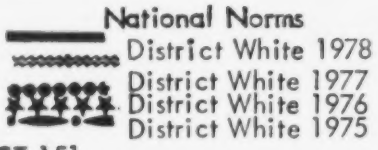
TABLE 2B

STANFORD DIAGNOSTIC READING TEST

WHITE STUDENTS

Comparison of September '75 - '76 - '77 - 78

READING COMPREHENSION



NATIONAL GRADE EQUIVALENT COMPARED TO DISTRICT 151

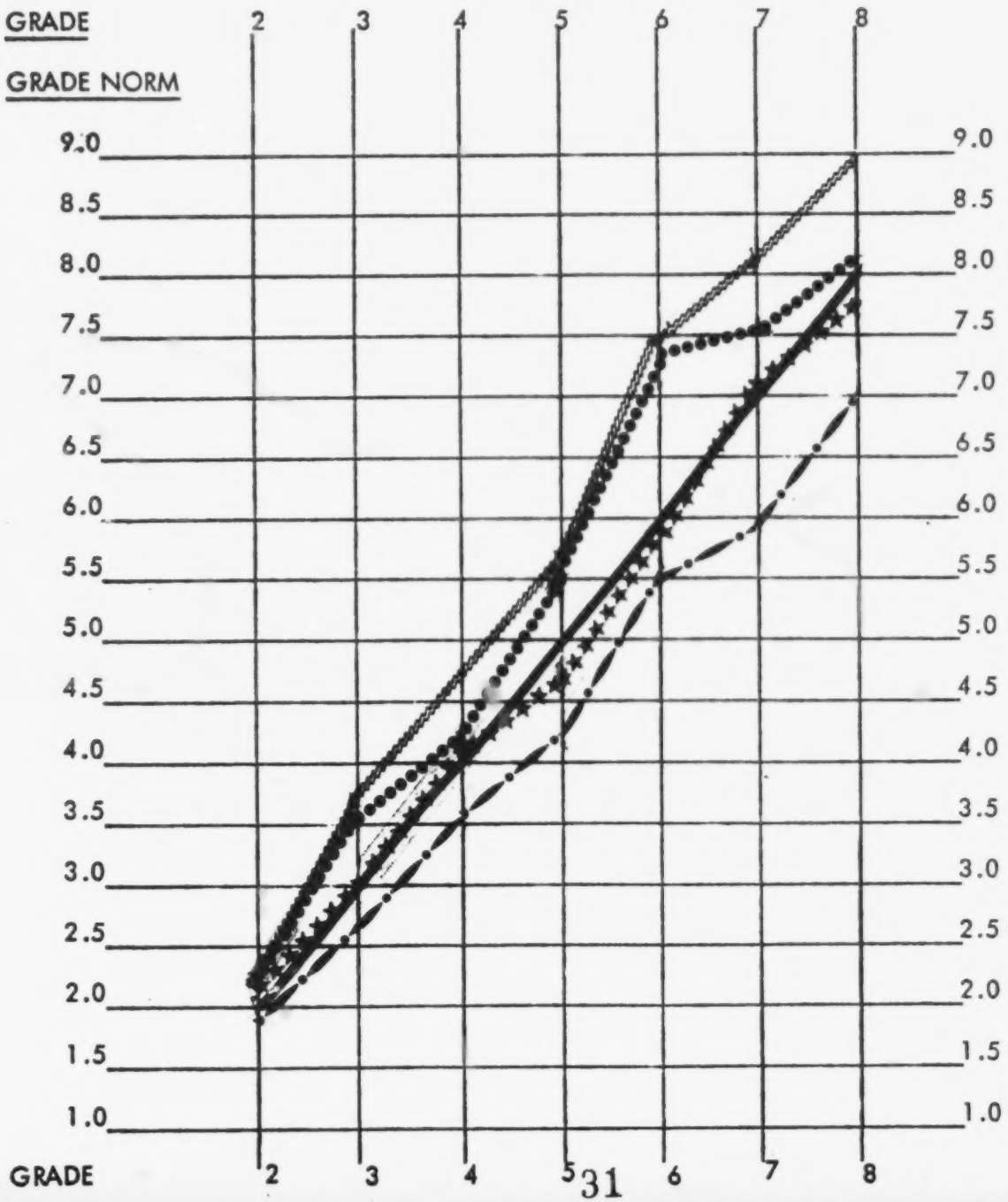


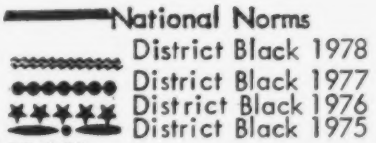
TABLE 2C

STANFORD DIAGNOSTIC READING TEST

BLACK STUDENTS

Comparison of September '75 - '76 - '77 - 78

READING COMPREHENSION



NATIONAL GRADE EQUIVALENT COMPARED TO DISTRICT 151

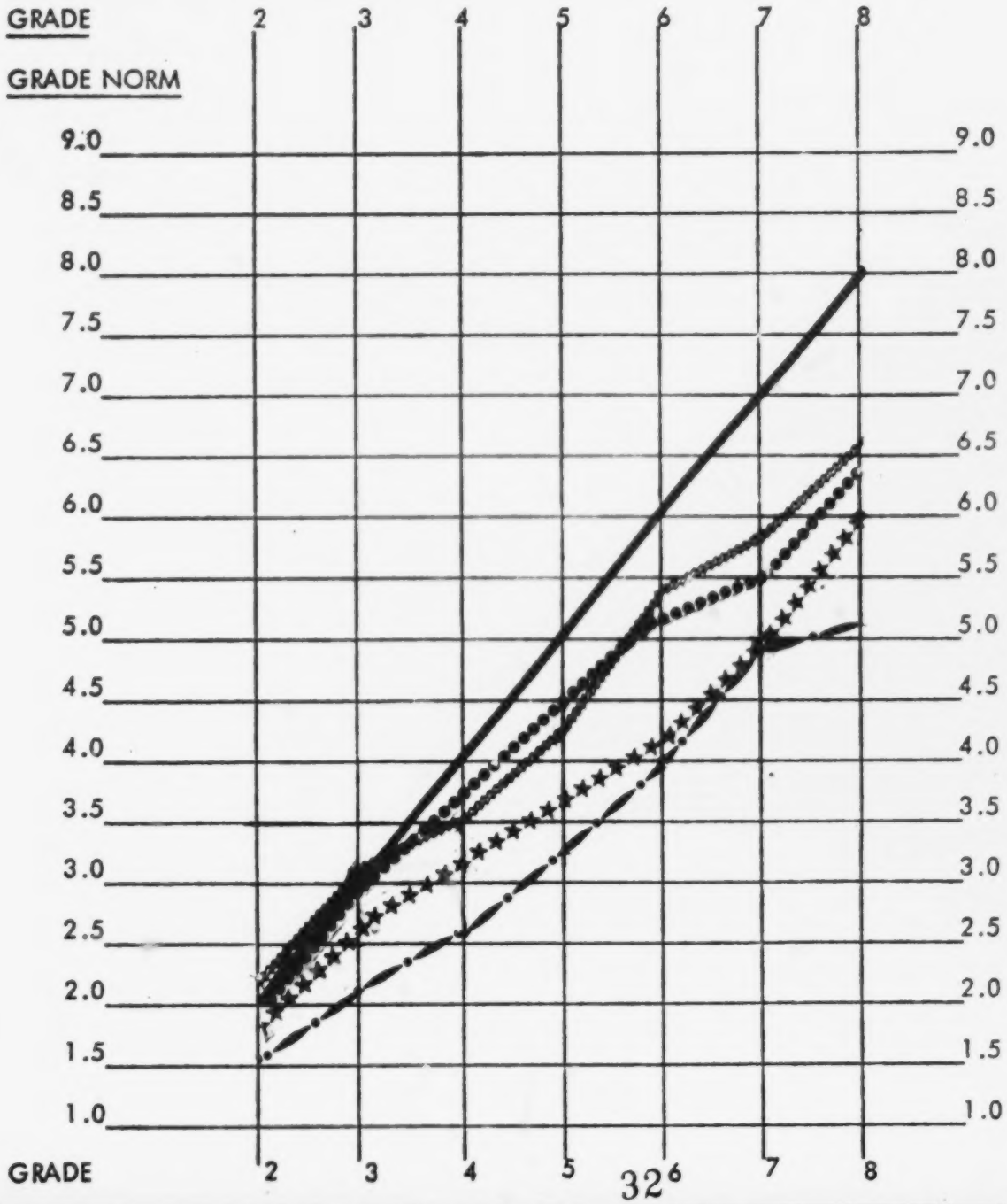


TABLE 3

CHARACTERISTICS OF FEEDER DISTRICTS

School District	Percent of Families with Children Below Poverty Level	Percent of Families on Welfare	Median Income in 1969	Percent of Persons 25 & over with College	Percent of Population K-8 in Private & Parochial Schools	Percent of Population Black 1970	Percent of Population Black 1980
151	5.32	1.81	$13,005	8.09	30.35	19.52	19.14
133	3.39	.73	$11,561	8.20	10.34	0	.79
147	11.19	2.55	$10,282	3.76	11.25	61.97	80%
148	4.00	1.00	$12,750	7.80	22.07	1.57	1.09
149	1.75	.62	$13,206	8.45	30.16	0	5%
150	1.53	.59	$14,886	11.65	39.90	0	0
152	6.17	1.46	$11,290	5.46	13.70	24.56	61
152½	4.33	1.20	$12,522	9.31	26.48	22.72	39
154	3.06	1.02	$12,026	5.76	8.64	.71	0
205	4.93	2.69	$12,330	7.30	23.55	17.09	26.5% (71% white

Source: Dr. Vernon Pohlman, State University of Illinois, Bloomington, Illinois. The data was combined for school districts from block level and tract level data published by the U. S. Bureau of the Census in its 1st and 4th count census taxes.

TABLE 4

NUMBER OF CASES IN STUDY

Race of Students	Counselor Data	Self-administered Student Data
White Students	174	1384
Black Students	159	345
Students of Other Races		75
Missing Values	3	31
Type of Elementary School District		
Students from S.D. 151	75	148
Students from other public elementary schools	257	1300
Students from private elementary schools		281
Missing Values	4	106
Total number of students	336	1835

TABLE 5

EIGHTH GRADE PERFORMANCE

(Multiple Classification Analysis)

	Level of Significance				Adjusted Deviation from Grand Mean[1]				R^2
					Race[2]		School District[3]		
Variable	Race	S.D.	Inter-Action	Grand Mean	Black	White	S.D. 151	Other Public	
All Students									
Reading	.000	.552	.011	7.67	-1.92	1.76	.18	-.51	.281
Math	.000	.090	.009	7.78	-1.48	1.35	.53	-.15	.190
DIQ	.001	.405	.486	95.37	-10.26	9.38	4.60	-1.29	.036
							Deviation from Grade Mean[4]		
Black Students									
Reading	----	.046	----	5.75	----	----	1.06	-.27	.025
Math	----	.005	----	6.29	----	----	1.47	-.37	.049
DIQ	----	.440	----	85.01	----	----	9.06	-2.28	.004
White Students									
Reading	----	.138	----	9.43	----	----	-.51	.16	.013
Math	----	.591	----	9.15	----	----	-.20	.06	.002
DIQ	----	.689	----	104.84	----	----	1.11	-.34	.001

1 The mean can be obtained by adding the deviation to the grand mean for each variable.

2 Deviation adjusted for school district.

3 Deviation adjusted for race of students in school district.

4 Unadjusted deviation; to obtain actual means for each racial group add deviation to grand mean for each variable.

Source: Data collected by counselors from 8th grade test scores.

TABLE 6

EIGHTH GRADE PERFORMANCE,

CONTROLLING FOR DIQ

(Multiple Classification Analysis)

	Level of Significance				Adjusted Deviation from Grand Mean[1]				R^2
Variable	Race	S.D.	DIQ	Grand Mean	Race[2] Black	Race[2] White	School District[3] S.D. 151	School District[3] Other Public	
All Students									
Reading	.000	.802	.000	7.67	-1.67	1.52	.07	-.02	.42
Math	.000	.142	.000	7.78	-1.22	1.11	.41	-.12	.35
Black Students									
Reading	----	.066	.000	5.75	----	----	.89	-.22	.200
Math	----	.000	.000	6.29	----	----	1.30	-.33	.227
White Students									
Reading	----	.018	.000	9.43	----	----	-.60	.18	.47
Math	----	.181	.000	9.15	----	----	-.32	.99	.604

1 The mean adjusted for DIQ can be obtained for each category by adding the deviation to the grand mean for each variable.

2 Adjusted for DIQ and school district for all students, for DIQ only for black and white students.

3 Adjusted for DIQ and race of students in school district for all students, for DIQ only for black and white students.

Source: Data compiled by counselors from 8th grade test scores.

TABLE 7

HIGH SCHOOL PERFORMANCE

(Multiple Classification Analysis)

Variable	Level of Significance			Grand Mean	Adjusted Deviation from Grand Mean[1]				R^2
					Race[2]		School District[3]		
	Race	S.D.	Inter-Action		Black	White	S.D. 151	Other Public	
Number of Level E (low) Courses	.000	.130	.875	3.99	2.45	-2.24	.92	-.26	.143
Number of Advanced Courses	.000	.202	.222	1.63	-1.08	.99	-.55	.15	.062
Number of Foreign Language Courses	.000	.176	.247	1.52	- .49	.45	-.28	.08	.056
Grade Point Average	.002	.537	.286	2.16	-1.88	1.72	-.68	.19	.029
Election to Honor Societies	.004	.927	.011	.26	- .11	.10	-.01	.00	.024
Number of College Admission Tests	.024	.559	.342	.66	- .11	.10	-.05	.01	.016
Major Suspensions	.180	.087	.482	.55	.10	- .09	.24	-.07	.014
Unexcused Absences	.315	.022	.371	1.50	.05	- .05	.21	-.06	.018

1 The adjusted mean for each category can be obtained by adding the deviation score to the grand mean for each variable.

2 Deviation adjusted for school district.

3 Deviation adjusted for race of students in school district.

Source: Data compiled by counselors from student records.

TABLE 8

HIGH SCHOOL PERFORMANCE,

CONTROLLING FOR DIQ

(Multiple Classification Analysis)

	Level of Significance				Adjusted Deviation from Grand Mean[1]				R^2
					Race[2]		School District[3]		
Variable	Race	S.D.	DIQ	Grand Mean	Black	White	S.D. 151	Other Public	
Number of Level E (low) Courses	.000	.090	.001	3.99	2.24	-2.04	1.01	-.28	.183
Number of Advanced Courses	.000	.163	.014	1.63	-.98	.89	-.60	.17	.079
Number of Foreign Language Courses	.000	.148	.053	1.52	-.45	.41	-.30	.08	.067
Grade Point Average	.007	.480	.061	2.16	-1.68	1.53	-.78	.22	.039
Election to Honor Societies	.012	.862	.073	.26	-.10	.09	-.01	.00	.034
Number of College Admission Tests	.131	.430	.000	.66	-.07	.06	-.06	.02	.066
Major Suspensions	.295	.075	.133	.55	.08	-.08	.25	-.07	.020
Unexcused Absences	.294	.023	.735	1.50	.05	-.05	.21	-.06	.019

1 The adjusted mean for each category can be obtained by adding the deviation score to the grand mean for each variable.

2 Deviation adjusted for DIQ and school district.

3 Deviation adjusted for DIQ and racial composition of school district.

Source: Data compiled by counselors from student records.

TABLE 9

ACADEMIC WORK AND EDUCATIONAL ASPIRATIONS

(Multiple Classification Analysis)

Variable	Level of Significance		Grand Mean	Adjusted Deviation from Grand Mean[1]						R^2
				Race[2]			School District[3]			
	Race	S.D.		Black	White	Other	S.D. 151	Other Public	Private	
Number of Pre-College Courses	.000	.331	3.05	-.76	.16	.80	.01	-.04	.18	.029
Number of Vocational Education Courses	.000	.074	2.67	.49	-.11	.01	-.28	.07	-.17	.015
Number of College Admission Tests	.000	.739	1.00	-.30	.07	.05	.05	.00	-.03	.022
Number of Remedial Courses	.000	.653	.50	.16	-.04	.12	.06	-.01	.00	.011
Number of Advanced Courses	.002	.719	.99	-.24	.06	.02	.00	-.01	.06	.009
Years of Education after High School Desired	.164	.001	2.10	.01	.03	.48	.13	.08	.46	.013
Years of Education after High School Likely	.305	.010	1.76	.01	.02	.30	.17	.06	.36	.008

1 The adjusted mean for each category can be obtained by adding the deviation score table grand mean for each variable.

2 Deviation adjusted for school district.

3 Deviation adjusted for race of students in school district.

Source: Data obtained from student questionnaires.

TABLE 10

INTERGROUP RELATIONS MEASURES[1]

(Multiple Classification Analysis)

Variable (and range of values)	Level of Significance			Adjusted Deviation from Grand Mean[2]						R^2
				Race[3]			School District[4]			
	Race	S.D.	Grand Mean	Black	White	Other	S.D. 151	Other Public	Private	
Academic Intergroup Contact (7 to 14)	.000	.413	11.18	-1.69	.51	-2.14	.20	.01	- .17	.118
Extracurricular Intergroup Contact (7 to 21)	.000	.218	19.01	-2.15	.58	- .89	.42	.07	- .56	.035
Social Intergroup Contact (8 to 24)	.441	.405	.08	.29	-.06	- .12	-.26	.08	- .16	.005
Intergroup Avoidance*[1] (7 to 21)	.001	.741	17.93	.66	-.19	.72	.22	-.03	.01	.011
Intergroup Conflict*[1] (-14 to 14)	.013	.186	.32	.35	-.14	.93	.53	-.03	- .17	.009
Attitudes toward Other Race*[1] (-21 to 21)	.000	.801	-1.18	1.09	-.30	.60	-.11	.00	.06	.051
Attitude twoard Desegregation (0 to 24)	.897	.000	14.66	-2.88	.80	-1.56	-.13	.03	- .04	.121
Racial Fairness of School Climate (0 to 6)	.000	.679	2.56	.98	-.24	- .10	.07	.01	- .08	.083

1 Except for the three starred variables, a high value indicates poor intergroup relations.

2 The adjusted mean for each category can be obtained by adding the deviation score to the grand mean for each variable.

3 Deviation adjusted for school district.

4 Deviation adjusted for race of students in school district.

TABLE 11

INTERGROUP RELATIONS MEASURES[1] BY TYPE OF SCHOOL DISTRICT, RACE AND REPORTED RACIAL COMPOSITION OF SCHOOL DISTRICT

(Regression Analysis)

Variable	Type of School District: Private	Type of School District: S.D. 151	Race (White)	Racial Composition (Black)	R^2
Academic Intergroup Contact	-.01	.01	.24[b]	-.09[a]	.11[b]
Extracurricular Intergroup Contact	-.05	.03	.20[b]	-.00	.04[b]
Social Intergroup Contact	-.02	-.02	.02	.05	.002
Intergroup Avoidance*	.02	.00	-.08	.04	.01[a]
Intergroup Conflict*	-.01	.02	-.07	-.03	.003
Attitudes toward other race*	.01	-.01	-.15[b]	.08	.05[b]
Attitude toward desegregation	-.01	.00	.30[b]	-.06	.13[b]
Fairness of school climate	-.03	.02	-.26[b]	.05	.10[b]

1 Except for the three starred variables, a high value indicates poor intergroup Relations.

a Significant at the .05 level

b Significant at the .01 level

Source: Data obtained from student questionnaires

TABLE 12

AVERAGE RACIAL COMPOSITION OF THIRD, SIXTH AND EIGHTH GRADE REPORTED BY STUDENTS[1]

(Multiple Classification Analysis)

1. All Students

Level of Significance				Adjusted Deviation from Grand Mean						R^2
				Race			School District			
Race	S.D.	Interaction	Grand Mean	Black	White	Other	S.D. 151	Other Public	Private	
.000	.335	.001	6.19	5.80	-1.26	-.12	1.46	.10	-1.20	.170

2. By Race of student and individual school district

	Race of Students		
	Black	White	Other
Significance of Difference by R^2 School District	.000	.000	.001
R^2	.192	.247	.350
Grand Mean	11.76	4.59	6.34
Deviation from Grand Mean[2] and Number of Students Involved (N)			
School District 151	-2.33 (52)	1.85 (91)	2.33 (3)
133	3.24 (1)	-1.59 (2)	----
147	.62 (30)	.28 (8)	3.66 (5)
148	.24 (1)	-.36 (57)	-.34 (1)
149	-3.51 (4)	-.19(437)	-1.34 (17)
150	----	-.27(243)	-.50 (5)
152	1.07(105)	2.39 (28)	3.66 (7)
152½	.02 (56)	2.43 (47)	.33 (3)
154	.57 (3)	-1.15 (74)	----
Other Public	.40 (44)	.18 (79)	.05 (13)
Private	-.89 (23)	-.46(238)	-2.03 (13)

1 Range: from 3 (3rd, 6th and 8th grades all white) to 15 (all three grades all black).

2 The mean for each subcategory call can be obtained by adding the deviation score to the grand mean in each column.

Source: Data obtained from student questionnaires.

A P P E N D I X

Map of School District 151

Interview form for information from feeder districts

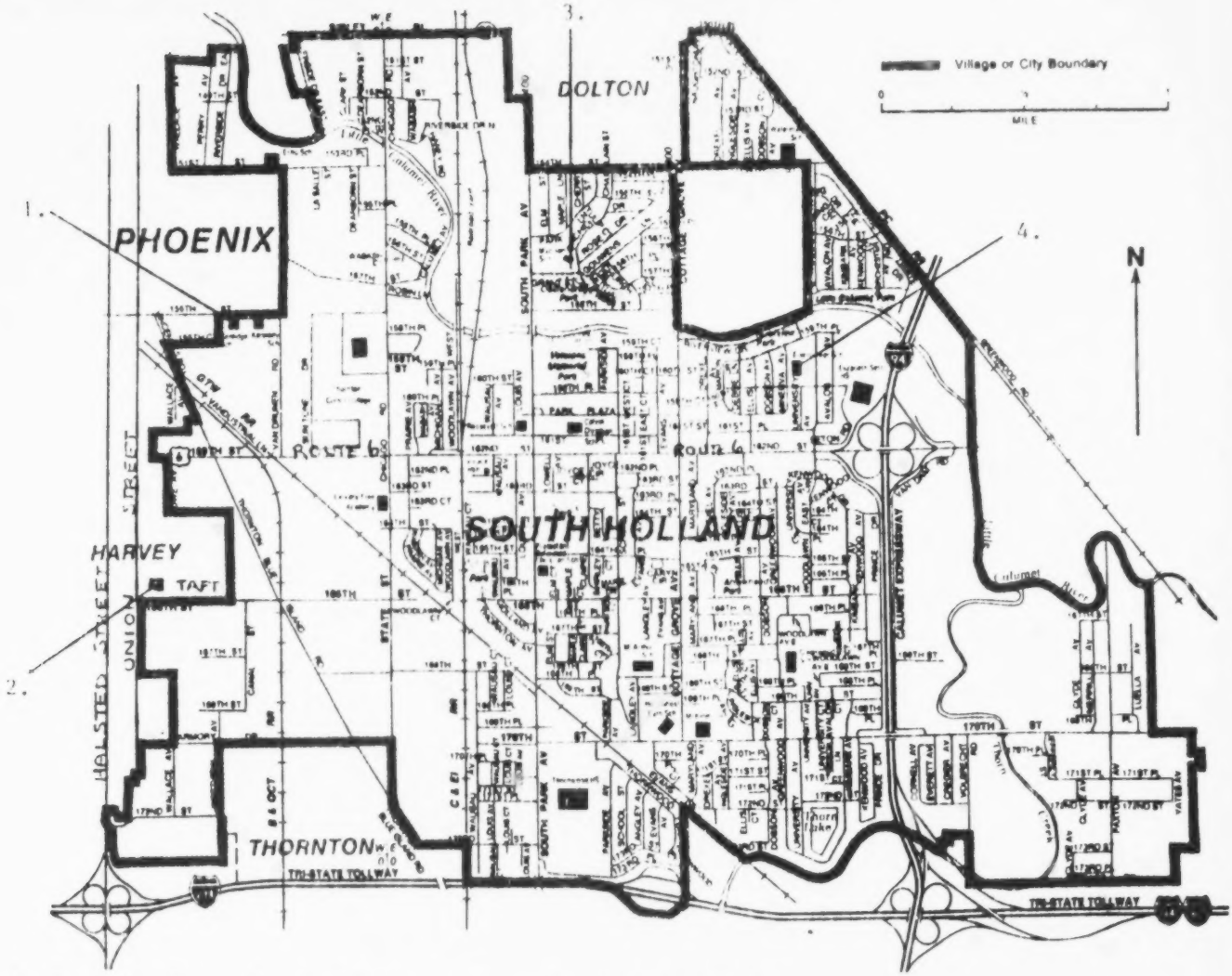
Form used by couselors to record student data

Questionnaire given to students in 1981

Questionnaire given to students in 1982

FOUR WAYS
READING
WRITING
RHETORIC
ARITHMETIC

Basic Skills Improvement Program
School District 151
Roosevelt Community Education Center
320 East 161st Place
South Holland, Illinois 60473
312-333-4780



1. Coolidge Upper Grade Center
   155th & 7th Avenue
   Phoenix, IL 60426
   (312) 339-5300
   Mrs. J. Buckner, Principal

2. Taft School
   Isoird & Union
   Harvey, IL 60426
   (312) 339-2710
   Mrs. S. Hamilton, Principal

3. Madison School
   157th & Orchard Drive
   South Holland, IL 60473
   (312) 339-2117
   Mr. J. Madden, Principal

4. Eisenhower School
   16000 Minerva
   South Holland, IL 60473
   (312) 339-5900
   Mr. J. McGovern, Principal

BEST COPY AVAILABLE

School District # 151

Superintendent Dr. Thomas Van Dam Telephone # 339-1516

Person(s) Contacted _____ Telephone # _____

_____ Telephone # _____

1.

School	Org.	Cert. Staff	No. of Students
Coolidge School	7-8	17	212
Eisenhower School	K-6	17	268
Madison School	K-6	16	263
Taft School	K-6	21	354

2. Number of black students (or %):

School	1981-82	1977-78	1969-70
Coolidge School			
Eisenhower School			
Madison School			
Taft School			

3. Number of Title I students _____

4. History of desegregation:

5. District map? _____

Communities part of district: South Holland

Phoenix

Harvey

1. Student I.D. _____ 1-6

2. Date of birth _____ 7-12

3. Sex — Female ..... 1; Male ..... 2 — 13

4. Race — Black ..... 1; White ..... 2; Other ..... 3 — 14

5. Elementary school attended (if more than one, circle 8th grade school only) — 15-16

133	147	148	149	150	151	152	152½	154	157	Other
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)

For 151 students only:

6. Number of years in 151 _____ 17-18

7. Number of retentions _____ 19

Eighth-grade scores:

8. Reading comprehension _____ 20-22

9. Mathematics _____ 23-25

10. DIQ _____ 26-28

---

11. Does the student have a special handicap?

	Yes	No	
a. Physically handicapped	1	2	29
b. Special education	1	2	30
c. Learning disability	1	2	31
d. Speech problem	1	2	32
e. Behavior disorder	1	2	33
f. Deaf or blind	1	2	34
g. Other problem (specify)	1	2	35

1

12. Semesters of English courses at each level, and grades

a. Level E, number _____ 36-37
grades _____ 38-40

b. Level R, number _____ 41-42
grades _____ 43-45

c. Level A, number _____ 46-47
grades _____ 48-50

13. Semesters of mathematics courses at each level, and grades

a. Level E, number _____ 51-52
grades _____ 53-55

b. Level R, number _____ 56-57
grades _____ 58-60

c. Level A, number _____ 61-62
grades _____ 63-65

14. Semesters of business courses at each level

a. Level E _____ 66-67
b. Level R _____ 68-69
c. Level A _____ 70-71

15. Semesters of science courses at each level

a. Level E _____ 72-73
b. Level R _____ 74-75
c. Level A _____ 76-77

16. Semesters of social science courses at each level Dup 1-6
a. Level E _____ 7-8
b. Level R _____ 9-10
c. Level A _____ 11-12

17. Semesters of foreign language _____ 13-14

18. Semesters of home economics courses _____ 15-16

19. Semesters of industrial education courses _____ 17-18

20. Cumulative grade point average _____ 19-21

21. Class rank _____ 22-25

22. Total academic credits _____ 26-28

28. Participation in after-school organizations:

	Member	Officer	Not a Member	
a. Athletic organizations	1	2	3	50
b. Drama, debating, speech club	1	2	3	51
c. Student government	1	2	3	52
d. School newspaper	1	2	3	53
e. Yearbook	1	2	3	54
f. Band, orchestra, choir	1	2	3	55
g. Academic club (science, foreign language, etc.)	1	2	3	56
h. "Hobby" club (photography, stamps, etc.)	1	2	3	57
i. Other (specify)	1	2	3	58

29. Honor Societies:

	Yes	No	
a. National Honors	1	2	59
b. National Spanish Honors	1	2	60
c. National Forensic Honors	1	2	61
d. Quill and Scroll	1	2	62
e. Other Honors (specify)	1	2	63

Col 80: 2

This is a study of high school seniors in your school district which is funded by the National Institute of Education.

Your answers on the following pages will help us learn about the educational experiences of students graduating in your area, the relations between students of different racial groups in your school and about their plans for the future.

You are not required to answer these questions, but your cooperation is needed to make the results complete and accurate. The findings of this study may be used in the long run to help other students like yourself with their elementary and high school education.

THE INFORMATION YOU GIVE WILL BE HELD IN STRICTEST CONFIDENCE, and nobody in your school or elsewhere will ever know how you answered these questions. As a matter of policy, NIE is concerned with protecting the privacy of individuals who participate in voluntary surveys. Your responses will be combined with those of other students, and the answers you give will never be identified as yours.

Thank you for your cooperation.

1. Name of School

Thornwood	1	7
Thornridge	2	

2. What is your sex?

Male	1	8
Female	2	

3. What is your race or descent?

Black	1	9
White	2	
Hispanic	3	
Other	4	

4. Which elementary school district or private school did you graduate from in 8th grade? (CIRCLE ONE)

District 133	1	11-12
District 147	2	
District 148	3	
District 149	4	
District 150	5	
District 151	6	
District 152	7	
District 152½	8	
District 154	9	
Private	10	
Other Public School	21	

5. How many years did you attend elementary school in that district or at that private school? (CIRCLE ONE)

1 year or less	1	13
2 years	2	
3 years	3	
4 years	4	
5 years	5	
6 years	6	
7 years	7	
8 years or more	8	

6. If you attended a private elementary school in 8th grade, please indicate the public school district in which you lived then. (CIRCLE ONE)

District 133	1	14-15
District 147	2	
District 148	3	
District 149	4	
District 150	5	
District 151	6	
District 152	7	
District 152½	8	
District 154	9	
Other School District	10	

7. When you were in the first, fourth and eighth grades, about how many of the students in your class were black? (CIRCLE ONE ANSWER FOR EACH LINE)

	None	Few	About Half	Most	All	
a. In my first grade	1	2	3	4	5	16
b. In my fourth grade	1	2	3	4	5	17
c. In my eighth grade	1	2	3	4	5	18

8. Please answer the following few questions about your elementary school experience. (CIRCLE ONE ANSWER FOR EACH LINE)

	Strongly Agree	Agree	Disagree	Strongly Disagree	
a. Academically, my elementary school(s) did well to prepare me for high school.	1	2	3	4	19
b. I often wish I had gone to a different elementary school.	1	2	3	4	20
c. My elementary school(s) did well to prepare me for getting along with students in high school.	1	2	3	4	21
d. If I could do it over, I would go to an elementary school with a different racial composition from my own.	1	2	3	4	22

9. On the whole, would you say you were smarter, about equally smart, or not as smart as most of the other students in your elementary school(s)? (CIRCLE ONE)

I was smarter	1
I was about equally smart	2
I was not as smart	3

23

10. Which of the following best describes your present high school program? (CIRCLE ONE)

General	1
Academic or college preparatory	2
Vocational (occupational preparation)	
Business or office occupations	3
Distributive education	4
Health occupations	5
Home economics occupations	6
Trade or industrial occupations (vocational shops)	7
Diversified occupations	
Regular	8
Cooperative Work Training (CWT)	9

24-25

11. Starting with the beginning of the tenth grade and through the end of this school year, how much course work will you have taken in each of the following subjects?

Count only courses that meet at least three times (or three periods) a week. (CIRCLE ONE ANSWER FOR EACH LINE)

	None	½ Year	1 Year	1½ Years	2 Years	2½ Years	3 Years	More Than 3 Years	
a. Mathematics	1	2	3	4	5	6	7	8	26
b. English or literature	1	2	3	4	5	6	7	8	27
c. French	1	2	3	4	5	6	7	8	28
d. German	1	2	3	4	5	6	7	8	29
e. Spanish	1	2	3	4	5	6	7	8	30
f. Latin	1	2	3	4	5	6	7	8	31
g. History or social studies.	1	2	3	4	5	6	7	8	32
h. Science	1	2	3	4	5	6	7	8	33
i. Business, office, or sales	1	2	3	4	5	6	7	8	34
j. Trade and industry	1	2	3	4	5	6	7	8	35
k. Technical courses	1	2	3	4	5	6	7	8	36
l. Other vocational courses	1	2	3	4	5	6	7	8	37

12. Which of the following courses have you taken, counting the courses you are taking this semester? (CIRCLE ONE ANSWER FOR EACH LINE)

	Yes, have taken	No, have not taken	
a. First-year algebra	1	2	38
b. Second-year algebra	1	2	39
c. Geometry	1	2	40
d. Trigonometry	1	2	41
e. Calculus	1	2	42
f. Physics	1	2	43
g. Chemistry	1	2	44
h. Other advanced science	1	2	45

13. Have you taken any school courses in the following areas? (CIRCLE ONE ANSWER FOR EACH LINE)

	Yes	No	
a. Agriculture, including horticulture	1	2	46
b. Auto body or mechanics	1	2	47
c. Commercial arts	1	2	48
d. Computer programming or computer operations	1	2	49
e. Construction trades:			
Carpentry, cabinet making, or millwork	1	2	50
Electrical	1	2	51
f. Cosmetology, hairdressing, or barbering	1	2	52
g. Drafting	1	2	53
h. Electronics	1	2	54
i. Home economics, including dietetics and child care	1	2	55

13. (continued)

	Yes	No	
j. Machine shop	1	2	56
k. Medical or dental assisting	1	2	57
l. Fast food occupations	1	2	58
m. Sales or merchandising	1	2	59
n. Secretarial, stenographic, typing, or other office work	1	2	60
o. Welding	1	2	61
p. Other	1	2	62

14. Which of the following best describes your grades so far in high school? (CIRCLE ONE)

Mostly A (a numerical average of 90-100)	1
About half A and half B (85-89)	2
Mostly B (80-84)	3
About half B and half C (75-79)	4
Mostly C (70-74)	5
About half C and half D (65-69)	6
Mostly D (60-64)	7
Mostly below D (below 60)	8

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15. Have you taken any of the following tests this year or last year (or both)? (CIRCLE ONE ANSWER FOR EACH LINE)

	Yes, both this year and last year	Yes, this year	Yes, last year	No, did not take	
a. PSAT	1	2	3	4	64
b. College Board SAT test	1	2	3	4	65
c. ACT tests	1	2	3	4	66
d. Armed Services Vocational Aptitude Battery (ASVAB)	1	2	3	4	67
e. Other vocational aptitude battery	1	2	3	4	68
f. Vocational interest test	1	2	3	4	69

16. When did you begin going to this school? (CIRCLE ONE)

Beginning of 9th grade	1
During the 9th grade	2
Beginning or during the 10th grade	3
Beginning or during the 11th grade	4
Beginning or during the 12th grade	5

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17. Have you ever been in any of the following kinds of courses or programs in high school? (CIRCLE ONE ANSWER FOR EACH LINE)

	No	Yes	
a. Remedial English (also called developmental basic or essential)	1	2	71
b. Remedial Mathematics (also called developmental basic or general)	1	2	72
c. Advanced or honors program in English	1	2	73
d. Advanced or honors program in Mathematics	1	2	74
e. Advanced or honors program in Science	1	2	75
f. Advanced or honors program in Social Studies	1	2	76
g. Bilingual or bicultural program	1	2	77
h. Special program for the educationally handicapped	1	2	11
i. Special program for the physically handicapped	1	2	12
j. Hard of hearing program	1	2	13

Col
80:
1

18. Approximately what is the average amount of time you spend on homework a week? (CIRCLE ONE)

No homework is ever assigned	1	
I have homework, but I don't do it	2	
Less than 1 hour a week	3	
Between 1 and 3 hours a week	4	14
More than 3 hours, less than 5 hours a week	5	
Between 5 and 10 hours a week	6	
More than 10 hours a week	7	

19. During the last school year, about how many days were you absent from school for any reason, not counting illness? (CIRCLE ONE)

None	1	
1 or 2 days	2	
3 or 4 days	3	
5 to 10 days	4	15
11 to 15 days	5	
16 to 20 days	6	
21 or more	7	

20. During the last school year, about how many days were you late to school? (CIRCLE ONE)

None	1	
1 or 2 days	2	
3 or 4 days	3	
5 to 10 days	4	16
11 to 15 days	5	
16 to 20 days	6	
21 or more	7	

21. Have you participated in any of the following types of activities either in or out of school this year? (CIRCLE ONE ANSWER FOR EACH LINE)

	Have not participated	Have participated actively (but not as a leader or officer)	Have participated as a leader or officer	
a. Varsity athletic teams	1	2	3	17
b. Other athletic teams - in or out of school	1	2	3	18
c. Cheer leaders, pep club, majorettes	1	2	3	19
d. Debating or drama	1	2	3	20
e. Band or orchestra	1	2	3	21
f. Chorus or dance	1	2	3	22
g. Hobby clubs such as photography, model building, chess, coins	1	2	3	23

21. (continued)

	Have not participated	Have participated actively (but not as a leader or officer)	Have participated as a leader or officer	
h. Honorary clubs, such as National Honor Society, etc.	1	2	3	24
i. School newspaper, magazine, yearbook, annual	1	2	3	25
j. School subject-matter clubs, such as science, history, math, language, business, art	1	2	3	26
k. Student council, student government, political club	1	2	3	27
l. Vocational education clubs, such as Future Teachers, DECA, VICA, OE or others	1	2	3	28
m. Youth organizations in the community, such as Scouts, YMCA or YWCA, etc.	1	2	3	29
n. Church activities, including youth groups	1	2	3	30

22. How much has each of the following interfered with your education at this school? (CIRCLE ONE ANSWER FOR EACH LINE)

	Not at all	Somewhat	A great deal	
a. Courses are too hard	1	2	3	31
b. Find it hard to adjust to school routine	1	2	3	32
c. Poor teaching	1	2	3	33
d. Poor study habits	1	2	3	34
e. Courses are too easy	1	2	3	35

23. Are the following statements about yourself true or false? (CIRCLE ONE ANSWER FOR EACH LINE)

	True	False	
a. I am satisfied with the way my education is going	1	2	36
b. I have had disciplinary problems in school during the last year	1	2	37
c. I am interested in school	1	2	38
d. I have been suspended or put on probation in school	1	2	39
e. Every once in a while I cut a class	1	2	40
f. I am popular with other students in my class	1	2	41
g. I like to work hard in school	1	2	42
h. I will be disappointed if I don't graduate from college	1	2	43

24. During the last year did you ever stay away from school for no good reason, just because you didn't want to come? (CIRCLE ONE)

No, never	1
Yes, 1 or 2 days	2
Yes, 3 to 6 days	3
Yes, 7 to 15 days	4
Yes, 16 or more days	5

44

25. During what year in school did you start working for pay, not counting work around the house? (CIRCLE ONE)

Have never worked for pay	1
Started working before high school	2
Started working in the 9th grade	3
Started working in the 10th grade	4
Started working in the 11th grade	5
Started working in the 12th grade	6

45

26. What kind of education would you like to get after you leave high school? (CIRCLE ONE)

High school graduation only, no other formal education		1
Vocational, trade, or business school after high school	Less than two years	2
	Two years or more	3
College program	Less than two years of college	4
	Two or more years of college (including two-year degree)	5
	Finish college (four- or five-year degree)	6
	Master's degree or equivalent	7
	Ph.D., M.D., or other advanced professional degree	8

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27. As things stand now, what kind of education do you think you will <u>really</u> get? (CIRCLE ONE)

High school graduation only, no other formal education		1
Vocational, trade, or business school after high school	Less than two years	2
	Two years or more	3
College program	Less than two years of college	4
	Two or more years of college (including two-year degree)	5
	Finish college (four- or five-year degree)	6
	Master's degree or equivalent	7
	Ph.D., M.D., or other advanced professional degree	8

53

28. Whatever your plans, do you think you have the ability to complete college? (CIRCLE ONE)

Yes, definitely	1
Yes, probably	2
Not sure	3
I doubt it	4
Definitely not	5

54

29. Do you plan to go to college at some time in the future? (CIRCLE ONE)

Yes, next year	1	
Yes, after staying out one year	2	
Yes, after a longer period out of school	3	57
Don't know	4	
No	5	

IF NO, SKIP TO QUESTION 34

30. If you went to college, would it most likely be . . . . (CIRCLE ONE)

A four-year college or university	1	58
A two-year junior or community college	2	

31. If you went to college, would you probably go . . . . . (CIRCLE ONE)

Full-time	1	59
Part-time	2	

32. Have you applied for admission to any college or university? (CIRCLE ONE)

Yes, to one college	1	
Yes, to two or three colleges	2	
Yes, to four or more colleges	3	
No, the college I am planning to attend does not require advance application for admission	4	60
No, I plan to apply soon	5	
No, I plan to go to college later	6	

33. Have you been accepted by any college or university? (CIRCLE ONE)

Yes	1	
No	2	61
Have not heard yet	3	
Have not applied yet	4	

34. Do you plan to go to any vocational or trade school, or enter any apprenticeship program after leaving high school? (CIRCLE ONE)

Yes	1	70
No	2	

IF NO, SKIP TO QUESTION 37

35. What field will you most likely train for? (CIRCLE ONE)

Agriculture, including horticulture	1	
Auto mechanics	2	
Commercial arts	3	
Computer programming or computer operations	4	
Construction trades:		
Carpentry, cabinet making, or millwork	5	
Electrical	6	
Masonry	7	
Plumbing	8	
Cosmetology, hairdressing, or barbering	9	
Drafting	10	
Electronics	11	71-72
Home economics, including dietetics and child care	12	
Machine shop	13	
Medical or dental assisting	14	
Practical nursing	15	
Quantity food occupations	16	
Sales or merchandising	17	
Secretarial, stenographic, typing or other office work	18	
Welding	19	
Other	20	

36. Have you been accepted by any vocational school, trade school, or apprenticeship program? (CIRCLE ONE)

Have applied and have been accepted	1	
Have applied but have not yet been accepted	2	73
Program does not require advance application	3	
Plan to apply later	4	

37. If you plan to work full time after high school, do you have a definite job lined up for you after you leave high school? (CIRCLE ONE)

Yes, I'll continue in a job I now have	1	
Yes, I have a new job lined up	2	
No, but I've inquired at employment agencies or potential employers, looked in the newspapers, etc.	3	75
No, I haven't done anything yet to get a job	4	
Do not plan to work full time after high school	5	

Col. 80: 2

38. Write in here the name of the job or occupation that you expect or plan to have when you are 30 years old. Even if you are not at all sure, write in your best guess.

(WRITE IN) _____ 11-14

Which of the categories below comes closest to describing that job? (CIRCLE ONE)

CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent 1
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter 2
FARMER, FARM MANAGER 3
HOMEMAKER OR HOUSEWIFE 4
LABORER such as construction worker, car washer, sanitary worker, farm laborer 5
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official 6
MILITARY such as career officer, enlisted man or woman in the Armed Forces 7
OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver 8 15-16
PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher 9
PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher 10
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner 11
PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter 12
SALES such as salesperson, advertising or insurance agent, real estate broker 13
SCHOOL TEACHER such as elementary or secondary 14
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter 15
TECHNICAL such as draftsman, medical or dental technician, computer programmer 16
NOT WORKING 17

39. What do you think are your chances of actually getting that job or occupation? (CIRCLE ONE)

Chances are excellent 1
Chances are pretty good 2
Chances are about 50-50 . . . . . 3 17
Chances are not very good 4
Chances are very poor 5

30. Which of the following things, if any, do you feel may keep you from reaching your goals? (CIRCLE ONE ANSWER FOR EACH LINE)

	Yes	No	
a. Poor elementary	1	2	19
b. Bad luck	1	2	20
c. My race	1	2	22
d. My sex	1	2	23
e. Did not work hard enough in school	1	2	24

44. How do you feel about each of the following statements? (CIRCLE ONE ANSWER FOR EACH LINE)

	Agree Strongly	Agree	Disagree	Disagree Strongly	
a. I take a positive attitude toward myself	1	2	3	4	33
b. Good luck is more important than hard work for success	1	2	3	4	34
c. I feel I am a person of worth, on an equal plane with others.	1	2	3	4	35
d. I am able to do things as well as most other people	1	2	3	4	36
e. Every time I try to get ahead, something or somebody stops me	1	2	3	4	37
f. Planning only makes a person unhappy, since plans hardly ever work out anyway	1	2	3	4	38
g. People who accept their condition in life are happier than those who try to change things	1	2	3	4	39
h. On the whole, I am satisfied with myself	1	2	3	4	40
i. What happens to me is my own doing	1	2	3	4	41
j. At times I think I am no good at all	1	2	3	4	42
k. When I make plans, I am almost certain I can make them work	1	2	3	4	43
l. I feel I do not have much to be proud of	1	2	3	4	44
m. If a person is not successful in life, it is his own fault	1	2	3	4	45

42. During the past year, how much of the time did you really like to go to school? (CIRCLE ONE)

Never	1	
Once in a while	2	
About half the time	3	46
Most of the time	4	
All of the time	5	

43. As far as school work is concerned, do you think that a person usually <u>should</u>: (CIRCLE ONE)

Try to do the best they possibly can almost all of the time	1	
Try to do a good job	2	
Do just enough to pass	3	47
Do as little as possible even if it means not always passing	4	

44. If you could be in any school you wanted, how many of the students would you want to be white and black? (CIRCLE ONE)

All black	1	
More than half black	2	
About half black, half white	3	51
More than half white	4	
All white	5	
Don't care	6	

45. If you could be in any school you wanted, how many of the teachers would you want to be white and black? (CIRCLE ONE)

All black	1	
More than half black	2	
About half black, half white	3	
More than half white	4	52
All white	5	
Don't care	6	

46. In general, do you think white students and black students should go to the same schools or to separate schools? (CIRCLE ONE)

Same schools	1	53
Separate schools	2	

47. In general, do you favor or oppose the busing of black and white school children from one district to another? (CIRCLE ONE)

Favor	1	54
Oppose	2	

48. Suppose there is a community-wide vote on the general housing issue. There are two possible laws to vote on:

A. One law says that a homeowner can decide for himself whom to sell his house to, even if he prefers not to sell to blacks.

B. The second law says that a homeowner cannot refuse to sell to someone because of their race or color.

Which law would you vote for? (CIRCLE ONE)

a. The first law (A) 1
b. The second law (B) 2 58

49. If the political party you prefer nominated a black for President, would you vote for him if he were qualified for the job? (CIRCLE ONE)

Yes 1
No 2 59

50. Here are some statements that you may agree or disagree with. (CIRCLE ONE ANSWER FOR EACH LINE)

	Strongly Agree	Agree	Disagree	
a. It's important for people of all races and ethnic groups to learn how to get along together	1	2	3	59
b. White students can benefit from attending school with students of other races	1	2	3	61
c. Black students can benefit from attending school with students of other races	1	2	3	62
d. All students would be better off if they stuck to their own racial group	1	2	3	63
e. In school, students of all races and ethnic groups should be involved together in extracurricular activities, such as the school newspaper, sports, orchestra, band, etc.	1	2	3	64

51. Think about students in this school who are of the same race as you. How many of these students do the following things? (CIRCLE ONE ANSWER FOR EACH LINE)

	All	Some	Few	None	
a. Usually turn their homework in on time	1	2	3	4	69
b. Usually pay attention to the teacher	1	2	3	4	70
c. Are noisy in class	1	2	3	4	71
d. Start fights with other students	1	2	3	4	72

Col. 80: 3

52. Now, what about students in this school of different races than you? How many of them do the following things? (CIRCLE ONE ANSWER FOR EACH LINE)

	All	Some	Few	None	
a. Usually turn their homework in on time	1	2	3	4	14
b. Usually pay attention to the teacher	1	2	3	4	15
c. Are noisy in class	1	2	3	4	16
d. Start fights with other students	1	2	3	4	17

53. Below are some things teachers might do. How many of your teachers from your own race do these things? (CIRCLE ONE ANSWER FOR EACH LINE)

	Most	Some	None	
a. Understand students like me	1	2	3	18
b. Help me if I need it	1	2	3	19
c. Treat me with respect	1	2	3	20
d. Care if I learn	1	2	3	21

54. How many of your teachers from a different race than you do these things? (CIRCLE ONE ANSWER FOR EACH LINE)

	Most	Some	None	
a. Understand students like me	1	2	3	22
b. Help me if I need it	1	2	3	23
c. Treat me with respect	1	2	3	24
d. Care if I learn	1	2	3	25

55. How often is the punishment for breaking school rules the same for students of all races at this school? (CIRCLE ONE)

Often	1	
Sometimes	2	26
Never	3	

56. Below are some ways in which students can sometimes affect what happens in school. For each of these items, mark which students at this school are more able to do this. (CIRCLE ONE ANSWER FOR EACH LINE)

	White students more able to do this.	Black students more able to do this.	Races are equally able to do this.	No one is able to do this very much.	
a. Get the principal to change something in school	1	2	3	4	27
b. Get the school to sponsor things (like speakers, concerts, dances)	1	2	3	4	28
c. Get the student council to do things	1	2	3	4	29
d. Get teachers to do things in a different way	1	2	3	4	30
e. Elect students they like	1	2	3	4	31

57. For the following school activities in which you may participate, are there students of a different race than you? (CIRCLE ONE ANSWER FOR EACH LINE)

	Yes, many	Yes, a few	No, None	I don't participate in this activity.	
a. Student government	1	2	3	4	32
b. School newspaper	1	2	3	4	33
c. Cheerleaders	1	2	3	4	34
d. Drama, Debating or Speech Club	1	2	3	4	35
e. An athletic team or club	1	2	3	4	36
f. Band, orchestra, or glee club	1	2	3	4	37
g. Some other special club such as photography, chess, coins	1	2	3	4	38

58. For the following school activities in which you may participate, how many students of a different race than you have you gotten to know pretty well? (CIRCLE ONE ANSWER FOR EACH LINE)

	Yes, many	Yes, a few	No, None	I don't participate in this activity.	
a. Student government	1	2	3	4	39
b. School newspaper	1	2	3	4	40
c. Cheerleaders	1	2	3	4	41
d. Drama, Debating or Speech Club	1	2	3	4	42
e. An athletic team or club	1	2	3	4	43
f. Band, orchestra, or glee club	1	2	3	4	44
g. Some other special club such as photography, chess coins	1	2	3	4	45

59. Here are some things you could have done outside of school this year. How often did you do these things? (CIRCLE ONE ANSWER FOR EACH LINE)

	Often	Sometimes	Never	
a. Went shopping	1	2	3	46
b. Went to a beach or park	1	2	3	47
c. Went to a party	1	2	3	48
d. Went to a dance	1	2	3	49

60. Now, how often this year did you do these things with at least one other person of a different race than you? (CIRCLE ONE ANSWER FOR EACH LINE)

	Often	Sometimes	Never	
a. Went shopping	1	2	3	52
b. Went to a beach or park	1	2	3	53
c. Went to a party	1	2	3	54
d. Went to a dance	1	2	3	55

61. Do you hang around with students of a different race than you? (CIRCLE ONE)

Yes, most are of a different race	1	
Yes, some are of a different race	2	59
No, all are of the same race	3	
I really don't hang around with any group of students in particular	4	

62. In any of your courses, have you chosen to sit next to a student of a different race than you? (CIRCLE ONE)

Yes	1	61
No	2	

63. This year, did a student of a different race than you help you with your schoolwork or homework? (CIRCLE ONE)

Yes	1	
No	2	63
No student helped me with my schoolwork or homework	3	

64. This year, did you tell a student of a different race than you that you were worried or upset about one of your courses? (CIRCLE ONE)

Yes	1	
No	2	64
I didn't talk to any students because I was worried or upset	3	

65. How often do you eat lunch with students of a different race than you at school? (CIRCLE ONE)

Often	1	
Sometimes	2	67
Never or hardly ever	3	

66. This year, how often have you stayed away from students of a different race than you in these kinds of situations? (CIRCLE ONE ANSWER FOR EACH LINE)

	Often	Sometimes	Never or hardly ever	
a. Didn't join (or dropped out of) a club or activity because too many students from a different race were in it	1	2	3	68
b. Didn't want to walk near or stand near some students from a different race	1	2	3	69
c. Didn't go to a party outside school because students from a different race would be there	1	2	3	70
d. Suggested or agreed with others that only students of the same race would be invited to something	1	2	3	71

Col. 80: 4

67. This year at school, how often have you had arguments or fights with students who are of the same race as you for the following reasons? (CIRCLE ONE ANSWER FOR EACH LINE)

	Often	Sometimes	Never or hardly ever	
a. Being pushed around	1	2	3	15
b. Making jokes about someone's skin color	1	2	3	16
c. Being threatened	1	2	3	17
d. Making jokes about someone's belongings	1	2	3	18
e. Lying about things	1	2	3	19

68. This year at school, how often have you had arguments or fights with students of a different race than you for the following reasons? (CIRCLE ONE FOR EACH LINE)

	Often	Sometimes	Never or hardly ever	
a. Being pushed around	1	2	3	24
b. Making jokes about someone's skin color	1	2	3	25
c. Being threatened	1	2	3	26
d. Making jokes about someone's belongings	1	2	3	27
e. Lying about things	1	2	3	28

69. For you personally, what have been the advantages or disadvantages of attending an integrated high school (or elementary school, if applicable)?

70. Which of the following people live in the same household with you? (CIRCLE ALL THAT APPLY)

a. I live alone	1	31
b. Father (real or adoptive)	2	32
c. Other male guardian (stepfather or foster father)	3	32
d. Mother (real or adoptive)	4	33
e. Other female guardian (stepmother or foster mother)	5	34
f. My husband/wife	6	35
g. My child or children	7	36

71. How many people live in your home, including yourself, parents, brothers, sisters, relatives, and others who live with you? (CIRCLE ONE)

1 2 3 4 5 6 7 8 9 10 11 or more 39-40

72. Please describe below the job most recently held by your father (stepfather or male guardian), even if he is not working at present.

(WRITE IN) _____ 43-44

Which of the categories below comes closest to describing that job? (CIRCLE ONE)

Do not live with father (stepfather or male guardian)	1
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	2
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	3
FARMER, FARM MANAGER	4
HOMEMAKER OR HOUSEWIFE	5
LABORER such as construction worker, car washer, sanitary worker, farm laborer	6
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	7
MILITARY such as career officer, enlisted man or woman in the Armed Forces	8
OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver	9
PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher	10
PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher	11
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	12
PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter	13
SALES such as salesperson, advertising or insurance agent, real estate broker	14
SCHOOL TEACHER such as elementary or secondary	15
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	16
TECHNICAL such as draftsman, medical or dental technician, computer programmer	17
Never worked	18
Don't know	19

45-46

73. Is your father (stepfather or male guardian) currently employed? (CIRCLE ONE)

Yes, full time	1
Yes, part time	2
No, not employed	3

47

74. What was the highest level of education your father (stepfather or male guardian) completed? (CIRCLE ONE)

- Less than high school graduation 1
- High school graduation only 2
- Vocational, trade, or business school after high school . . .
  - Less than two years 3
  - Two years or more 4
- College program . . . .
  - Less than two years of college 5
  - Two or more years of college (including two-year degree 6
  - Finished college (four- or five-year degree) 7
  - Master's degree or equivalent 8
  - Ph.D., M.D., or other advanced professional degree 9
- Don't know 10

48-49

75. Please describe below the job most recently held by your mother (stepmother or female guardian) even if she is not working at present.

(WRITE IN)_____

50-51

Which of the categories below comes closest to describing that job? (CIRCLE ONE)

- Do not live with mother (stepmother or female guardian) 1
- CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent 2
- CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter 3
- FARMER, FARM MANAGER 4
- HOMEMAKER OR HOUSEWIFE 5
- LABORER such as construction worker, car washer, sanitary worker, farm laborer 6
- MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official 7
- MILITARY such as career officer, enlisted man or woman in the Armed Forces 8
- OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver 9
- PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher 10
- PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher 11
- PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner 12
- PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter 13
- SALES such as salesperson, advertising or insurance agent, real estate broker 14
- SCHOOL TEACHER such as elementary or secondary 15
- SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter 16
- TECHNICAL such as draftsman, medical or dental technician, computer programmer 17
- Never worked 18
- Don't know. 19

52-53

76. Is your mother (stepmother or female guardian) currently employed? (CIRCLE ONE)

Yes, full time	1	54
Yes, part time	2	
No, not employed	3	

77. What was the highest level of education your mother (stepmother or female guardian) completed? (CIRCLE ONE)

Less than high school graduation	1	55-56
High school graduation only	2	
Vocational, trade, or business school after high school: Less than two years	3	
Vocational, trade, or business school after high school: Two years or more	4	
College program: Less than two years of college	5	
College program: Two or more years of college (including two-year degree)	6	
College program: Finished college (four- or five-year degree)	7	
College program: Master's degree or equivalent	8	
College program: Ph.D., M.D., or other advanced professional degree	9	
Don't know	10	

78. Does your family own or rent the house or apartment in which you now live? (CIRCLE ONE)

Own	1	57
Rent	2	
Other arrangement	3	

79. Which of the following do you have in your home? (CIRCLE ONE ANSWER FOR EACH LINE)

	Have	Do not Have	
a. A specific place for study	1	2	60
b. A daily newspaper	1	2	61
c. Encyclopedia or other reference books	1	2	62
d. Typewriter	1	2	63
e. More than 50 books	1	2	64
f. A room of your own	1	2	65
g. Pocket calculator	1	2	66

Col. 80: 5

THANK YOU FOR YOUR EFFORT.